CAREER DEVELOPMENT ACTIVITIES, CAREER MATURITY, AND SELF-CONCEPT AMONG NINTH-GRADE STUDENTS

By

SANDRA RATTRAY JONES

A DISSERTATION PRESENTED TO THE GRADUATE SCHOOL OF
THE UNIVERSITY OF FLORIDA
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY

UNIVERSITY OF FLORIDA

1989

In loving memory of my father,
my philosophical mentor and my inspiration,
Jack Maurice Rattray

ACKNOWLEDGEMENTS

Many wonderful people have given me encouragement, love, support, and guidance during the pursuit of my doctoral studies. I am grateful to each of them and wish to express my gratitude. I appreciate the kindness, encouragement, and time given to me by my committee members, Dr. Paul Fitzgerald and Dr. Athol Packer. To Dr. Larry Loesch, the chairperson of my committee, I will be eternally grateful. He has patiently guided me through the rough spots, never holding my hand, but rather pointing at alternative paths and always being there when I arrived. He has helped me realize my potential. His concern, directness, honesty, and thoroughness have made my job much easier.

I wish to express gratitude to the many colleagues and friends who helped me carry out the study. Principal Bill Cliett and his staff at Fort Clark Middle School were very helpful. I would particularly like to thank Carol Wright and Carole Hambrick for their efforts to get parent permission letters returned. Thanks go to the Buchholz High School principal, Mae Islar, and assistant principal, Susan Culbert, for their support and wise suggestions. To my guidance colleagues and friends at Buchholz High School, Gussie

Campbell, Michael O'Loughlin, Ret Thomas, and Mary Warren, thanks are expressed for holding the conferences last summer. I appreciate the time and energy each gave to this project. I am grateful to Mel Lucas and Gayle McLaurin for their time and technical assistance. Appreciation is expressed to all the students and parents who participated in the study. Without their help this study would not have been possible.

I am grateful for and appreciative to many special friends who have been so supportive of me as I have traveled on this doctoral "voyage." Thanks and gratitude are expressed to Dr. Myrna Niems for being so present in my life when I needed her. The friendship, encouragement, and loving care she provided sustained me in critical times. I am also very grateful to Dr. Allen Neims for his timely help with computers and his tutelage in statistics. Gratitude and thanks are extended to Dr. Wiley Dixon for helping me refine my ideas for this project and for the support and encouragement he provided. To my colleagues and friends, Drs. Bonnie Baker, Beth Dovell, Marta Konik, and Dot Thomas, thanks are extended for their support and understanding. To my friends Sandra Olinger and Lynn Domenech, thanks are in order. Their belief in me provided needed strength at times when I found it difficult to believe in myself. Gratitude is expressed to my friend and colleague, Mary Ann Wagner, for being my buddy and for helping me stay physically fit!

I want to thank my family for their love, support, loyalty, and encouragement. Thanks are expressed to my mother, Elise Rattray Booth, for caring deeply about me and asking about my progress throughout this project. She has always shown me her unconditional love, understanding, and support. Thanks are expressed to my sister, Rita Rattray Cannon, and brother, Jack Rattray, for their love and many good wishes along the way. They are a major part of the foundation that brought me to this point in my life. To my father-in-law, Thurston Jones, and my mother-in-law, Theo Alexander Jones, thanks are expressed for being so unselfish, sweet, and proud of me. To my special "family" friend, Milton J. Brogdon, the love he has shown and the pride he has taken in my efforts have enriched my life and touched me deeply. I will always be grateful for his expressed support and loving care.

My final acknowledgements go to my immediate family who have provided an environment in which I could live and work safely. I will be eternally grateful to my husband, Jerry, and my daughters, Traci and Kelli, for being so loving and supportive of me. Their love, patience, and understanding have been my mainstay. To my daughter, Traci, thanks are expressed for always sharing her spirit so unselfishly with me and for being such a good friend. To my daughter, Kelli, thanks are expressed for all her help in the past 2 years and for her opening her heart and allowing our mother-daughter

relationship to become one of good friends. I am grateful to my husband, Jerry, for his wonderful, unselfish qualities. His stability, support, love, and friendship have provided the foundation I needed to complete this endeavor. I thank him and appreciate his giving me this opportunity to grow.

TABLE OF CONTENTS

		Page
ACKNOWLEDGEMENTS		iii
LIST OF TABLES		x
ABSTRACT		xii
CHAPTERS		
I	INTRODUCTION	1
	Theoretical Framework	6
	Need for Study	7
	Purpose of Study	11
	Hypotheses	12
	Definitions	15
	Overview of Study	17
II	REVIEW OF THE LITERATURE	19
	Career Guidance in the United States	20
	Career Education	25
	Career Guidance	29
	Career Guidance Programs	31
	The Role of School Counselors in Career Guidance	34
	Super's Career Development Theory	40
	Vocational Life Stages	44
	Career Maturity	46
	Vocational Self-Concept	49
	Career Patterns	50
	Career Guidance Interventions	50
	Career Guidance Assessment	54
	Career Planning Program (CPP)	59
	Individual and Group Counseling	62
	Extracurricular Activities	65
	Parental Involvement	68
	Demographic Variables	71
	Grades	71
	Attendance	73
	Gender and Ethnicity	75

		Page
III	METHODOLOGY	79
	Research Design	79
	Population	81
	Sampling Procedures	83
	Research Procedures	85
	Career Planning Program (CPP)	87
	School and Career Planning Conference (SCPC)	89
	Research Personnel	96
	Criterion Instruments	97
	Career Maturity Inventory-Attitude Scale (CMI-AS)	97
	Coopersmith Self-Esteem Inventory (CSEI)	101
	Extracurricular Involvements Inventory (EII)	102
	Parent Survey (PS)	102
	Data Collection and Analysis	103
	Limitations	106
IV	RESULTS	108
	Career Maturity	117
	Self-Concept	119
	Grade-Point Average	121
	School Attendance	123
	Extracurricular Involvements	125
	Career Maturity and GPA	127
	Self-Concept and GPA	129
	Parental Involvement	129
	Student and Parent SCPC Evaluations	131
V	DISCUSSION	139
	Generalizability Limitations	139
	Conclusions	140
	Career Maturity	141
	Self-Concept	141
	Grade-Point Average	142
	School Attendance	142
	Extracurricular Involvements	142
	CMI-AS/Post-GPA	143
	CSEI/Post-GPA	143
	Parental Involvement	143
	SCPC Parent and Student Evaluations	144
	Discussion and Implications	144
	Recommendations	147

Page

APPENDICES

A EXTRACURRICULAR INVOLVEMENT INVENTORY (EII).... 151

B PARENT PERMISSION LETTER (a)..... 153

C PARENT PERMISSION LETTER (b)..... 155

D POST-HIGH SCHOOL PLANNING OPTIONS..... 157

E BUCHHOLZ CLUBS, SPORTS, AND ACTIVITIES LIST.... 161

F EXTRACURRICULAR INVOLVEMENT ACTIVITY..... 164

G FOUR-YEAR EDUCATIONAL PLAN..... 166

H ATTENDANCE, REPORT CARDS, AND MONITORING SYSTEMS..... 168

I GRADES, TESTING, AND PROGRAM OPTIONS..... 170

J ORIENTATION TIPS..... 172

K SCPC CONFERENCE FORMAT/BUCHHOLZ PERSONNEL..... 174

L BUCHHOLZ MAP..... 176

M SCPC BOOKLET COVER..... 178

N PARENT SURVEY..... 180

O SCPC PARENT EVALUATION..... 183

P SCPC STUDENT EVALUATION..... 185

Q STUDENT SURVEY..... 188

R SCPC APPOINTMENT CONFIRMATION LETTER..... 191

REFERENCES..... 192

BIOGRAPHICAL SKETCH..... 204

LIST OF TABLES

Table		Page
3-1	Experimental Design	80
3-2	Students from Four Feeder Schools Who Enter Buchholz High School by Gender and Ethnicity	82
3-3	Research Schedule	87
4-1	Frequencies of Respondents in the Two Experimental and One Control Groups by Gender and Ethnicity	110
4-2	Means and Standard Deviations for Dependent Variables in the Two Experimental and One Control Groups by Gender and Ethnicity	111
4-3	Dependent Variables, Means, and Standard Deviations by Group, Gender, and Ethnicity	113
4-4	Analysis of Covariance for the Career Maturity Inventory-Attitude Scale by Group, Gender, and Ethnicity	118
4-5	Analysis of Covariance for the Coopersmith Self-Esteem Inventory by Group, Gender, and Ethnicity	120
4-6	Analysis of Covariance for Grade-Point Average by Group, Gender, and Ethnicity	122
4-7	Analysis of Covariance for School Attendance by Group, Gender, and Ethnicity	124
4-8	Analysis of Covariance for Extracurricular Involvements Inventory by Group, Gender, and Ethnicity	126
4-9	Career Maturity and Post-GPA Correlation Coefficients	128
4-10	Pairwise Comparisons of CMI-AS and Post-GPA Correlations by Group	128

Table		Page
4-11	Self-Concept and Post-GPA Correlation Coefficients by Group.....	130
4-12	Pairwise Comparisons of the CSEI and Post-GPA by Group.....	130
4-13	Parent Survey Response Rate.....	132
4-14	Means and Standard Deviations for the Parent Survey.....	132
4-15	Analyses of Variance for Personal Interaction Scale and Student Adjustment and Progress Scale by Group.....	133
4-16	Chi-Square Analyses of Responses for Parent Contact Items on the Parent Survey by Group....	133
4-17	Percentage of Responses to Parent Contact by Item.....	134
4-18	Means and Standard Deviations for SCPC Parent Evaluation.....	136
4-19	Means and Standard Deviations for the Student Survey by Group.....	137

Abstract of Dissertation Presented to the Graduate School of the University of Florida in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy

CAREER DEVELOPMENT ACTIVITIES, CAREER MATURITY, AND SELF-CONCEPT AMONG NINTH-GRADE STUDENTS

by

Sandra Rattray Jones

August 1989

Chairperson: Dr. Larry Loesch
Major Department: Counselor Education

Investigated in this study were changes in secondary school students' career maturity, self-concept, grade-point average, school attendance, and extracurricular involvements after participation in either of two career guidance activities. Conceptualized within Super's theory of career development, each treatment included the American College Testing Program's Career Planning Program (a comprehensive vocational self-assessment instrument) (CPP) and a School and Career Planning Conference (SCPC). The first treatment group students and their parents/guardians met individually with a school counselor for the SCPC and the other treatment group students and their parents/guardians met in small groups with a school counselor.

One hundred twenty eighth-grade students were randomly selected for participation and complete data were obtained subsequently from 110 students. The CPP was given at the end of the eighth-grade year and the SCPCs were conducted the following summer. Crites' Career Maturity Inventory-Attitude

Scale, Coopersmith's Self-Esteem Inventory, and an Extracurricular Involvements Inventory were administered at the end of the fall semester of the students' ninth-grade year. Students' attendance, eighth-grade (second semester) cumulative (pre-) GPA, and ninth-grade cumulative (post-) GPA data were obtained from school records.

Factorial analyses of covariance, using eighth-grade GPA as the covariate, were used to determine if there were significant posttreatment differences in career maturity, self-concept, grade-point average, school attendance, or extracurricular involvement on the bases of group (individual SCPC, small group SCPC, or control), gender (male or female), or ethnicity (white or ethnic minority). No significant differences were found on the basis of group. A few other main and interaction effects were statistically significant but no clear pattern was evident.

It was concluded that neither form of the treatment significantly impacted the variables of interest as theory suggested they should have. Therefore, it was recommended that these forms of the treatment not be implemented if the goal is to produce relatively immediate changes in the variables investigated. However, it also was recommended that the study be replicated but with assessments made after a much longer posttreatment interval. Finally, it was recommended that the treatments be investigated to determine if

they are differentially effective with students more specifically characterized.

CHAPTER I

INTRODUCTION

Freshman students entering high school for the first time traditionally have lower status among other students in the school. Consequently, because their psychosocial and interpersonal needs are so intense at this time, they spend much of their first year attempting to "survive" academically, socially, and emotionally. Unfortunately, because of the efforts they expend on their social and psychological needs, their career development issues and concerns are often left unattended. Simply put, they pay little if any attention to what they will do upon graduation from high school, even though there are several options available to them. For example, Herr and Cramer (1984) listed six options for students upon graduation from high school: (a) enter a postsecondary vocational or technical school to pursue some skilled specialty; (b) attend an institution of higher education (e.g., community/junior college, college, or university); (c) work fulltime as a continuation of a part-time job held while in high school; (d) enter a job for the first time; (e) combine work and education or training through service in a branch of the

military; or (f) enter an apprenticeship situation. Regardless of the choice made, however, it would be to each freshman student's advantage to begin planning for the choice early in the high school experience.

The postsecondary reality will be different for each student. For some students, none of the possibilities will seem viable or appealing and they will be traumatized or threatened by the forthcoming confrontation with their indecisiveness about life and their place in it. For others, the burden of decision making will be untenable and they will try to escape or postpone facing such an awareness directly. And for a fortunate few, they will have planned effectively and will matriculate smoothly to the postsecondary experience (Herr & Cramer, 1984). The task for school counselors is to increase the numbers in the latter category.

Historically, career development has been seen as a high priority need by students, their parents, school boards, the business sector, and the general public. In 1984, the American School Counselor Association (ASCA) developed a role statement for school counselors relative to the expectations and responsibilities for school counselors in the area of career guidance. Among other things, it emphasized the need to provide quality career guidance experiences for all persons in the educational system (ASCA, 1985).

In today's highly pluralistic and multifaceted society, career development planning is a complex process. Students

need assistance in developing knowledge, skills, and habits required to be able to respond to the opportunities and expectations of the world of work (Regehr & Herman, 1981). Unfortunately, however, many high school counselors have not given career development for students a high priority. For example, Hutchinson and Bottorff (1986) surveyed 320 college students on their expressed needs for counseling services as compared to the counseling services they actually received while in high school. Approximately 152 high schools were represented in the study. They found that 89% of the students surveyed believed they needed career counseling while in high school but only 40% reported that they had actually received career counseling.

Criticisms of school counseling programs relative to lack of career counseling are well-documented in professional literature (e.g., Aubrey, 1982; Bradley, 1978). Keefe (1983) stated that one of the most widely recognized and least discussed realities of American education is the inability of school counselors to deliver guidance services to each student because of the high student-to-counselor ratios. Many other writers have agreed that high school counselors are not able to provide the individual guidance needed by each student because of their large caseloads (Pine, 1974; Sprinthall, 1980; Wells & Ritter, 1979). Further, there is empirical evidence of the problem of lack of sufficient services. For example, Hutchinson, Barrick, and Groves

(1986), in a study of the ideal and actual functions of high school counselors, found that career and life planning was ranked fourth (of 16) as an ideal counselor function but ninth as an actual function. It appears that school counselors aspire to serve all students equally in the area of career guidance but have not met that responsibility for a variety of reasons--not all of their own creation (Super, 1957).

In the effort to provide more and better career guidance and counseling services for students, high school counselors have frequently used tests and inventories as efficient methods of obtaining data and as guides for counseling processes. However, the use of tests and inventories has been the subject of considerable controversy. For example, between 1972 and 1976, leaders of several major professional organizations (e.g., National Education Association, Association for Childhood Education International, National Association for the Advancement of Colored People, Association for Supervision and Curriculum Development, American Association of School Administrators, National Association of Elementary School Principals, and National Council of Teachers of English) either called for the elimination of standardized intelligence, aptitude, and achievements tests or used particularly vigorous language in their organizational statements to suggest a reconsideration of all uses of standardized tests (Perrone, 1977). Further,

within the counseling profession, Goldman (1972) wrote that counselors did not make effective use of tests to help their clients and suggested that a new role, such as a "testing specialist," in the area of guidance be created.

Engen, Lamb, and Prediger (1982) subsequently questioned whether opinions relative to testing had diminished the use of tests in schools. They reported on a 1979 nationwide survey of test use in grades 7 through 12. The major purposes of the survey were to (a) assess the current level of use of each of four general types of commercially published tests used in junior and senior high schools, (b) obtain data on the use of "career guidance tests," (c) learn which sources of funds were commonly used for schools for their testing programs, and (d) determine common practices in test interpretation for examinees. They received responses from 547 schools. Sixty-two percent of the respondents indicated that standardized tests were still in wide use in their situations (Engen et al., 1982). Career guidance tests, e.g., vocational aptitude test batteries or interest inventories, were the most widely used, with 95% of respondents indicating that they gave at least one instrument of this type to some students and 75% of the respondents reported that in their schools one was given to all students. Achievement test batteries followed, with 75% of the respondents at the schools administering at least one to all students. Almost three-fourths (71%) of the funding for

testing came from the local/district school budgets. The major interpretation procedure was group interpretation. Individual interpretation was the next most used, followed by self-interpretation or no interpretation.

Thus, although tests in general have been widely and strongly criticized, it appears that their use in the context of career guidance and counseling remains high. Their use is best justified by the need for school counselors to work with large numbers of students. The challenge to school counselors is to find effective, yet also efficient ways to help students maximize information from tests, particularly in the context of career guidance and counseling. A variety of practices toward that goal have been presented, yet none has received widespread acclaim and acceptance. Therefore, there is need to continue to find effective ways of providing career guidance and counseling to large numbers of students. This study is an investigation of a method to fulfill that need.

Theoretical Framework

Career development theories evolved from increasing awareness of the lifelong process of individuals' career choices regarding work, family, and lifestyle. Career development theories in general emphasize the concepts of expanded career awareness and self-development (Herr & Cramer, 1984). In particular, career development can be

viewed as the attempts of individuals to develop and implement a self-concept at a given stage of development (Super, 1969b). For high school counselors, this means creating programs that focus on developmental tasks at the exploration stage of career development (Mackin & Hansen, 1981; Super & Bohn, 1970).

Within Super's theory of career development, career maturity is a central concept. In general, the more an individual has and uses pertinent information about the world of work and self, has developed appropriate attitudes about work and lifestyle, and has made (or at least begun making) decisions related to work, the more career mature the individual is (Super, 1969b). Crites (1978) wrote that the assumption that vocational behaviors mature over time in a systematic fashion is implied in the concept of career development; career maturity is known to increase during the adolescent years. However, left unattended, career maturity among individuals changes at widely varying rates. Therefore, one of the primary goals of high school counselors providing career guidance and counseling is to improve the career maturity of the students receiving the services.

Need for Study

Almost 25 years ago Hoyt (1965) wrote that too many students were leaving the secondary school who, at best, had some general notion of what they wanted to do but had no idea

when or how to convert the general notions into realistic actions. Today most students would still fall in the same category. Gysbers (1984) reported that, traditionally, career development programs and services focused on crisis, remedial work, immediate concerns, and information giving. He suggested that while in the future these trends must continue, a developmental approach to career guidance must emerge. He strongly recommended that career development programs at respective developmental stages focus on interests and aptitudes rather than emphasize selection and placement. Tennyson (1970) also wrote that career guidance should cultivate new interests and talents rather than singularly capitalizing on aptitudes already developed.

Prediger, Rothe, and Noeth (1973) wrote that career guidance interventions have not kept pace with career development theory and that research has verified the inability of career guidance programs to meet the career development needs of students with widespread consistency. Therefore, there is a need to develop effective career guidance interventions that are based soundly on career development theory. The components of this study addressed this need through the development of a career guidance intervention based on the use of a career testing program in combination with individual and small group counseling.

Many adolescents, although quite capable of successfully completing high school, are dropping out of school (Barber,

1987; Barber & McClellan, 1987). The U.S. Census Bureau reported in 1978 that 43.1% of the nation's youth were not enrolled in school and/or did not graduate (Gadwa & Griggs, 1985). Pallas (1986) reported that, nationally, slightly less than three-quarters of all 18- and 19-year-olds have completed high school. Although calculating dropout rates is difficult because of definition problems, these data are indicative of the massive problems in this country relative to students not completing their high school educations.

There is no one reason why students drop out of school. Some of the reasons are related to in-school experiences and others are related to out-of-school experiences. Pallas (1986) grouped the reasons for and factors associated with dropping out of school into three basic categories: academic performance, social adjustment, and early transition into adulthood. Poor academic performance and social adjustment will be discussed subsequently because they are relevant to this study. For example, the best indicator of who will drop out of school is academic performance. Students' grades in school and, to a lesser extent, performance on standardized tests are salient indicators of academic success or failure. For example, according to 1983 statistics from the U.S. Department of Education, students who have a "D" average are five times more likely to drop out than those students with a "B" average (Pallas, 1986).

Pallas (1986) reported that students experiencing difficulty negotiating the personal and social adjustments of adolescence also are more likely to become school dropouts than those students who are well-adjusted. Students characterized as rebellious, delinquent, and/or chronically truant drop out of school at higher rates than those who are not. Further, students who are chronically truant are 40% more likely to drop out of school than regularly attending students, and delinquent youth are 25% more likely to drop out than are comparable nondelinquent students.

All of these problems leading to dropping out may be subsumed under the guise of "aimlessness" among many students. That is, many students lack perspective on where they are going in life, the decisions they will have to confront and make to get there, and, most important, the relevance of current activities to future goals. Gallup (1986) reported that 57% of the American public believed that one of the goals of education should be helping students have better job opportunities, get better jobs, and prepare for a better life. It appears that the American public would be responsive to effective career guidance programs and that the developmental focus would be the best approach. Effective career guidance and counseling activities for high school students have the potential to provide direction in their lives, and therefore to alleviate many of the problems they experience.

There is specific need to help ninth-grade students and their parents develop career awareness of upcoming career decisions, to help them realize that school and educational planning effects them both now and in the future, and to emphasize the potential impact that grades, attendance, and participation in activities will have on them during and after the high school years. There is evidence that the student who is more career mature at ninth grade will be more career mature at age 25 (Super, 1969a). Moreover, there is a need to communicate this information to parents and students in personally meaningful ways.

Purpose of Study

The purpose of this study was to determine the effects of career guidance that combined career assessment with individual or small group career planning conferences on ninth-grade students. More specifically, in this study an investigation was made of differences in ninth-grade students' career maturity, self-concept, grade-point average, school attendance, and extracurricular involvements as a result of participation in one of two career guidance and counseling activities. Two groups of students completed the American College Testing Program's Career Planning Program (CPP). The first group of students and parents participated in an individual School and Career Planning Conference (SCPC) with a school counselor. The second group of students and

their parents participated in a school counselor-lead small group School and Career Planning Conference (SCPC).

Hypotheses

The following null hypotheses were evaluated in this study. Each of these hypotheses was evaluated at the $p = .05$ level of significance.

Ho 1: There is no difference in ninth-grade students' career maturity, using eighth-grade GPA as a covariate, as a result of participation in any of the career planning activities.

- 1a. There is no gender-based difference in career maturity as a result of participation in career planning activities.
- 1b. There is no ethnicity-based difference in career maturity as a result of participation in career planning activities.
- 1c. There is no interaction effect for career maturity on the basis of group, gender, and ethnicity.

Ho 2: There is no difference in ninth-grade students' self-concept, using eighth-grade GPA as a covariate, as a result of participation in any of the career planning activities.

2a. There is no gender-based difference in self-concept as a result of participation in career planning activities.

2b. There is no ethnicity-based difference in self-concept as a result of participation in career planning activities.

2c. There is no interaction effect for self-concept on the basis of group, gender, and ethnicity.

Ho 3: There is no difference in ninth-grade students' grade-point average (GPA), using eighth-grade GPA as a covariate, as a result of participation in any of the career planning activities.

3a. There is no gender-based difference in their GPAs as a result of participation in career planning activities.

3b. There is no ethnicity-based difference in their GPAs as a result of participation in career planning activities.

3c. There is no interaction effect on the GPA on the basis of group, gender, and ethnicity.

Ho 4: There is no difference in ninth-grade students' school attendance, using eighth-grade GPA as a covariate, as a result of participation in any of the career planning activities.

4a. There is no gender-based difference in school attendance as a result of participation in career planning activities.

4b. There is no ethnicity-based difference in school attendance as a result of participation in career planning activities.

4c. There is no interaction effect on school attendance on the basis of group, gender, and ethnicity.

Ho 5: There is no difference in ninth-grade students' extracurricular involvements, using eighth-grade GPA as a covariate, as a result of participation in any of the career planning activities.

5a. There is no gender-based difference in extracurricular involvements as a result of participation in career planning activities.

5b. There is no ethnicity-based difference in extracurricular involvements as a result of participation in career planning activities.

5c. There is no interaction effect for extracurricular involvement on the basis of group, gender, and ethnicity.

Ho 6: There are no differences in the relationships between career maturity and the ninth-grade GPAs among the two experimental and one control groups.

Ho 7: There are no differences in the relationships between self-concept and the ninth-grade GPAs among the two experimental and one control groups.

Ho 8: There are no differences in parents' level of satisfaction with interaction with the school, their attitude toward students' school adjustment and progress, or their amount of contact with the school among the two experimental and one control groups.

Definitions

For the purposes of this study, the following terms are defined as follows.

Career development is used synonymously with vocational development and occupational development. It is

> The lifelong process of developing work values, crystallizing a vocation identity, learning about opportunities, and trying out plans in part-time, recreational, and full-time work situations. Development involves increasingly effective investigation, choice, and evaluation of occupational possibilities. Career development may be thought of as an aspect of general development. (Tolbert, 1980, p. 25)

Career education is the sum total of experiences people have in acquiring knowledge and attitudes about self and work and the skills to identify, choose, plan, and prepare for work and other life options potentially comprising a career. It is also an effort designed to refocus American education in ways to help people acquire the knowledge, skills, and attitudes necessary for each to make work a meaningful,

productive, and satisfying part of his or her way of life (Hoyt, 1978).

A career guidance program is a type of counseling program that can be implemented by high school counselors. It is

> A systematic program of counselor-coordinated information and experiences designed to facilitate individual career development and, more specifically, career management; a major component of career education integrating family, community, and school to facilitate self-direction; a set of multiple processes, techniques, or services designed to assist an individual to understand and to act on self-knowledge, and knowledge of opportunities in work, education, and leisure and to develop the decision-making skill by which to create and manage his or her own career development. (Herr & Cramer, 1984, p. 15)

The career guidance testing program is the administration and interpretation of the results of career guidance tests and/or inventories administered to students.

A career guidance test is a standardized test or inventory which yields quantitative scores and is made up of items that measure personal characteristics related to career options.

Career maturity is the specific level of career development a person has attained compared to his/her peers. It is defined in this study as a score on the Career Maturity Inventory.

Extracurricular involvements are interests or activities in which students are involved that take place outside the regular classroom or are organized extensions of activities

that originate in the classroom. In this study they are those activities the students identify on an extracurricular involvements inventory.

Grade-point average (GPA) is defined as the average of a set of school grades based on the following scale: (a) A = 4 points, (b) B = 3 points, (c) C = 2 points, (d) D = 1 point, and (e) F = no points. The pre-GPA, which was used as the covariate, was computed for all courses for the second semester of the eighth-grade year on all students in E1, E2, and C. The post-GPA was computed for all courses for the fall semester of the ninth-grade year for all students in E1, E2, and C.

School attendance is the number of days a student is present in school of the 90 days that comprise the 1988 fall semester.

Self-concept is the set of ideas and beliefs one holds about his or her attributes and capacities (Coopersmith, 1967). It is defined in this study as the score a student receives on the Coopersmith Self-Esteem Inventory.

Overview of the Study

The remainder of this study is organized as follows. A review of related professional literature is presented in Chapter II. The research methodology is described in Chapter III. Response and data analyses are reported in Chapter IV.

Limitations, conclusions, discussion, implications, and recommendations are provided in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

In a historical review of the literature on vocational guidance, Borow (1984) reported that the concept of career guidance runs throughout the history of civilization. That is, human labor calls for diverse talents and temperaments, and life work should be compatible with personal makeup. Accordingly, the Egyptians practiced a form of vocational guidance around 2500 B.C. (Bedford, 1948). In Plato's Utopian society he proposed that an equitable distribution of the social classes could be achieved by classifying individuals as statesmen, soldiers, and laborers, each in accordance with his/her abilities (Ozmon, 1969). In 1575, Juan Huarte, a physician-philosopher in the court of Phillip II of Spain, outlined a scheme for relating physiological and aptitude measures to pursuits in the arts and sciences in order to stop the waste associated with inappropriate choice of career training (Brewer, 1942).

In 17th-, 18th-, and 19th-century England, the rise of a prominent middle class brought about the valuing of individualism and self-betterment, which in turn provided a fertile bed for the development of institutional forms of

vocational guidance. Interest was taken in entrepreneurial and personal success motives and literature focused on offering moral guidance and inspiration to individuals, including how to know oneself better and how to chart one's life course accordingly. Virtue was seen in hard work, personal planning, and self-advancement. Although there was no institutional form of vocational guidance, the social philosophy at the time created hospitable conditions for the later establishment of methods for the guidance of youth. While England was changing socially, a parallel development was taking place in America (Borow, 1984).

Career Guidance in the United States

In 1836 Edward Hazen's The Panorama of Professions and Trades, written as a school textbook, was published in Philadelphia. In 1859 the British edition of Readings for Young Men, Merchants, and Men of Business was reprinted in Boston. Prominent intellectual leaders of the day, recognizing the need of career direction for college youth, began delivering addresses on the subject. The president of Harvard University, Charles W. Eliot, understood the importance of recognizing potentialities in youth early and of arranging for their development. In 1892, in an address to the National Education Association, Eliot stated that it was an obligation of the public school in a democratic

society to discover and develop the gifts and capacities of each individual child (Borow, 1984).

In the early part of the 19th century the first secondary schools established in America were academies designed to teach Latin and Greek and to prepare young men for a narrow range of careers requiring a college education. However, because most men did not go to college, there existed a need for occupational training past the elementary school level. Thus, the first "English high schools" (so called because they taught English rather than Latin and Greek) were created in Boston in 1920 to meet the needs of occupational training. Because the English high schools flourished while the college academies faced financial difficulties, they were combined into "comprehensive high schools" in order to save the academies. The purpose of the comprehensive high school was to serve all students, through either college preparation or occupational training. However, within a short time, the occupational training aspects of the old English high schools was subverted, and the comprehensive high school came to focus primarily on academic curricula (Hoyt, Evans, Mangum, Bowen, & Gale, 1977).

In the first decade of the 20th century, Jessie B. Davis, a school administrator in Detroit concerned about the vocational and social problems of his students, developed and introduced the first planned courses in vocational and

educational guidance. During the next decade, an engineer turned social worker, Frank Parsons, was concerned about workers and children caught up in the rapidly changing condition of American industry. Therefore, he established the Vocation Bureau in the Civic Service House in Boston in 1908. This marked the beginning of the vocational guidance movement in public schools. Vocational guidance then was concerned with helping students make choices and decisions relative to their future work and vocations (Aubrey, 1977, 1982).

In the 80 years since Parsons spearheaded implementation of a systematic vocational guidance movement in America, many changes have occurred. For example, in 1913 the National Vocational Guidance Association (NVGA) was formed to introduce the concept of vocational education and vocational guidance to schools throughout the country. The National Society for the Promotion of Industrial Education (NSPIE) was instrumental in identifying the need for reform and was the moving force in the creation of the NVGA (Tolbert, 1980). The Smith-Hughes Vocational Education Act of 1917 led to the establishment of 2 to 4 years of occupational training in high schools. In 1913 the National Commission on the Reorganization of Secondary Education established seven goals which remain today the accepted goals of high schools; one of the goals was vocational education. From 1917 through the 1930s, vocational training was emphasized to meet the

manpower needs of local communities, primarily in the areas of agriculture and home economics (Hoyt, Evans, Mackin, & Mangum, 1974). In 1918, the Educational Policies Commission developed a list of 10 curriculum needs to be addressed by secondary schools. The commission listed as the first need the necessity for high school level training in "salable skills and work activities" (Alexander, Saylor, & Williams, 1971). Hoyt et al. (1977) noted, however, that despite the recommendations of these two commissions, vocational education was still a low priority throughout the first half of this century.

Tolbert (1980) wrote that in the intervening decades from the early part of the 20th century vocational guidance has lost its legacy of being part of the social reform movement and its position as an essential part of vocational education. A separation has developed between guidance and vocational education. Vocational education has aligned itself with the business world and guidance has become almost completely identified with education. Stephens (1970) noted that the loss of identity stemming from this early split still has not been remedied.

In 1960 "Project Talent," a large-scale longitudinal study of high school students found that two-thirds of the students in general curricula in high schools were dropping out of school, and that those who did graduate were having limited success at college (Hoyt et al., 1977). As a result,

this study ushered a resurgence of interest in the vocational education movement. Ressler (1973) noted that vocational educators of the 1960s began to point out that only a small percentage of future jobs would require a college degree, whereas the need for skilled paraprofessional and technicians was projected to be very high.

The Vocational Eduction Act of 1963 was an attempt to redirect high school curricula in order to bridge the gap between education and work. The intent of the act was to make vocational education more flexible and attractive to more students by (a) expansion of existing vocational programs, (b) development of new programs, (c) providing part-time employment for youth in vocational training, and (d) expanding vocational training to include adults and handicapped individuals. Ressler (1973) noted that this legislation had little impact for two reasons. First, the information and training related to careers was emphasized for students in the high schools and adult education facilities and not provided for those in the elementary and middle schools. Second, the separation of vocational education from general education created a poor image for vocational programs due to the emphasis most schools placed on college preparatory activities.

Ressler (1973) wrote that amendments made in 1968 to the Vocational Education Act changed the structure of vocational education substantially. The amendments moved vocational

education into the elementary and middle schools and included related academic instruction as part of vocational training. Thus, for the first time, vocational guidance designed to aid students in making career choices was viewed a necessary part of vocational education programs. Career orientation courses also were incorporated into the movement. In a 1967 report, the Advisory Council on Vocational Education stated that vocational education cannot be limited to the skills necessary for a specific occupation. It is best defined as all those aspects of the educational experience which help individuals discover their talents, relate them to the world of work, choose an occupation, refine their talents, and use them successfully in employment. Evans, Mangum, and Pragan (1969) proposed that the new direction in vocational education laid the groundwork for the career education movement of the 1970s.

Career Education

Although the term "career education" is new, it has been shown that the goals of career education originated in the vocational guidance movement. Marland (1974) wrote that the "theory" behind career education is fundamentally similar to what Alfred North Whitehead stated in his 1929 book, The Aims of Education; specifically, that education should produce students who know something well and who know how to do something well.

Career education was officially birthed in 1971 when the Commissioner of Education, Sidney Marland, made it the top priority of the United States Office of Education. Marland (1974) proposed that career education had the potential to reshape the educational system in the United States. He saw career education as a concept that would continue throughout a student's stay in school from kindergarten through senior high school and beyond. It also was his hope that all students leaving school would possess the skills necessary to give themselves a start toward making a livelihood for themselves and their families even if they did not complete school.

In the field of education few concepts have received such instant acceptance and acclaim as career education. The United States needed a redirection to try to remedy some of the "ills" in its educational system. Marland (1979) noted that only one in five high school students received vocational training and only one in five finished four years of college. Although only 20% of the high school students completed a college degree, high school counseling activities were heavily oriented toward college preparation. Three in five of the students who should have received preparation for work entry were not being adequately trained.

Stern (1987) reported that in 1985 one in four (25.4%) of the nation's 18- to 19-year-old population had dropped out of school. Stephenson (1985) followed 18,829 students for

four and one-half years through the first semester of the 1984-85 school year. He found that 9,005 (47.8%) students graduated, 3,118 (16.6%) transferred to other schools, 1,135 (6%) students were still in school, and 5,563 (29.5%) dropped out of school. Thus, three of ten (and possibly more) students were dropping out of school. According to Stern (1987), dropping out is associated with a wide variety of costs, both to the individual and to society. It most probably results in limited occupational and economic opportunities. Additionally, a high dropout rate may cause (a) society to increase government expenditures to assist individuals and their families, (b) high crime rates, and (c) maintenance of costly programs for employability training. Unfortunately, vocational education programs which might prepare students for jobs are available to only one in five students (Marland, 1979).

The United States Office of Education has carefully refrained from giving a definition of career education. They have preferred instead to let state and local agencies define it according to their own needs (Marland, 1974). Herr (1977) broadly defined career education as the totality of experiences through which a person learns about and prepares to engage in work as part of his/her way of life. The NVGA defined career education as an effort directed at refocusing American education in ways that will help people acquire and utilize knowledge, skills, and attitudes necessary for all

people to make work a meaningful, productive, and satisfying part of their lives (Sears, 1982).

Career education definitions and programs are diverse; however, most of them share the following common features (Baird, 1975, p. 3).

1. The integration of career development through the entire curriculum.

2. The integration of school and community through exploratory work and volunteer experiences in the community.

3. Hands-on experiences in career exploration.

4. Self-awareness and understanding in order to develop and coordinate one's self in relation to one's career.

5. Awareness of options in the realm of human values and relating values to career patterns.

6. Career resource centers.

7. In-service training of faculty.

8. Counseling, placement, and follow-up services.

Career education then was spawned as an effort to redirect education in a way that would help each child entering school leave with knowledge and skill of what he/she wanted to do vocationally. However, to a large extent, vocational education and guidance have been split in focus for decades. Many students still are not completing school and many of the ones who do complete high school (and in many cases college) are not prepared to earn a living. Thus, the

need for career guidance has evolved from vocational guidance.

Career Guidance

Herr and Cramer (1984) observed that the use of the term "career guidance" has been tentative for nearly 20 years, and that it has been in common use only since the early 1970s. It is both an old and a new term. It is old in the sense that its heritage is derived from 75 years of vocational guidance in America. It is new because its concepts, publics, and emphases are more extensive than those typically associated with earlier models of vocational guidance. Herr and Cramer continued by noting that the following forces have increased the comprehensive nature of career guidance: (a) emerging theoretical perspectives, (b) rapid changes in occupations, (c) economic realities, (d) legislative mandates, (e) unemployment, (f) concerns about the quality of work life and worker productivity, (g) questions concerning the school-to-work transition, (h) more participation in the labor market of women and minorities, (i) advancement in technologies, and (j) consumerism in career guidance. The concept of career guidance as it is known today thus has been stimulated by many phenomena such as rapid and diverse social and occupational change, more mature theoretical perspectives relative to career behavior, and increased demand for career

guidance services for youth and adults in the areas of career planning, job search, and job adjustment.

Increasingly, career guidance is being sought by the adult population. Herr and Cramer (1984) wrote that most contemporary adults have had little opportunity (as adolescents) to assess their own characteristics, to investigate how their values and goals could be achieved, or to know the vocational alternatives available to them. However, the need for career guidance is not confined to adults; adolescents in public schools and colleges continue to need assistance.

Prediger, Roth, and Noeth (1973), in a study involving 28,298 students in the eighth, ninth, and eleventh grades in 197 schools, found the following prominent career guidance needs among adolescents: (a) more than one-half of the eleventh graders and almost as many eighth graders wanted help with career planning; (b) eleventh graders chose "making career plans" as the major area of need from a list of needs such as improving study or academic skills, course selection, personal concerns, or financial help for college; (c) over half of the eleventh graders and slightly more eighth graders stated that they received little or no help with career planning; (d) 84% of the eleventh graders stated they could get in to see a counselor (indicating that counselors in the sample were available but not providing help with career planning desired by students); (e) there continues to be

stereotyping of male/female job roles since over half of the eleventh grade girls selected jobs in three (i.e., clerical, nursing, education) or 25 available areas; and (f) over one-half of the eleventh graders were uncertain as to whether their educational plans were in line with the occupations they were considering, and approximately one-fourth were not sure if they would be able to complete the steps necessary for entering those occupations.

Career Guidance Programs

In 1971 in response to the increased attention given to career guidance and career development, the American Vocational Association (AVA) and the National Vocational Guidance Association (NVGA) developed a position statement that presented basic elements of career development. The purpose of the position statement was to provide standards to assist individuals in planning, organizing, implementing, and evaluating the quality of career guidance programs (NVFA, 1979).

The following assumptions provide the conceptual framework for this position paper (NVGA, 1979, pp. 100-101):

1. Development occurs during the lifetime of an individual. It can be described in maturational terms denoting progression through life stages and the mastery of developmental tasks at each stage. Although research

evidence is lacking, it seems unlikely that intervention can substantially shorten this maturational process.

2. Individual development is influenced by both heredity and environment. Psychological, sociological, educational, political, economic, and physical factors affect development. Appropriate intervention strategies that focus on these factors can influence the quality of individual development.

3. Development is a continuous process. Individual development can best be facilitated by intervention strategies that begin in the early years and continue throughout the life of the person. Programs that focus only at certain points or at certain stages in the individual's life will have limited effectiveness.

4. Although development is continuous, certain aspects are dominant at various periods in the life span. Programs designed to facilitate career development should account for the dominant aspects at given stages.

5. Individual development involves a process of differentiation and integration of the person's self and perceived world. Intervention strategies need to be designed to assist individuals during normal maturational stages of career development rather that to provide remedial assistance to individuals whose development has been damaged or retarded.

6. Although common developmental stages can be observed and described during childhood and adult life, individual differences in progressing through these stages can be expected. Intervention programs should provide for these differences, making no assumption that something is "wrong" with those who progress at atypical rates.

7. Excessive deprivation with respect to any single aspect of human development can retard optimal development in other areas. Optimal human development programs are comprehensive in nature, not limited to any single facet. It is recognized that those who suffer from deprivation may require special and intensive assistance. Where deprivation is long-term intervention is not likely to be sufficient.

Thus, career guidance is a program of activities organized at all educational levels (i.e., kindergarten through twelfth grade) as a means of facilitating the process of career development. It is understood that career development, as a lifelong developmental process, normally occurs regardless of the presence of structured career guidance activities. However, it is enhanced by appropriate career guidance activities. In addition, a quality career guidance program should not be separated from other educational processes. As in the case of career education, career guidance should be integrated into the total school education program to emphasize the interrelatedness of educational, vocational, personal/social, and leisure

experiences. Career guidance programs also should fit the particular needs of the local setting.

Career guidance programs exist in different forms in schools. Many high schools have occupational specialists coordinate career guidance programs. However, due to the large caseloads and overwhelming numbers of adolescents in the high schools, career guidance often is not addressed comprehensively. Typically, in large high schools even if a career guidance program is developed in a comprehensive fashion, it can meet the needs of only a fraction of the student population. Therefore, as the need for more career guidance is demonstrated, the role of the school counselor becomes increasingly complex.

The Role of School Counselors in Career Guidance

The American School Counselor Association (ASCA, 1974) established a role and function statement for high school counselors. It states that guidance is part of student services in a school and is a function of every member of the school's educational (counseling) team. School counselors have the primary responsibility for leadership of the guidance program. They, as well as other team members, assist students by identifying and meeting students' needs in the educational, vocational, personal, and social domains. Personal counseling is a major function of school counselors. Other counseling functions include, but are not limited, to

staff consultation, parent assistance, student self-appraisal, educational-vocational information presentation and planning, referral to allied community agencies, and public relations. School counselors work with students, teachers, administrators, parents, and community agencies.

In 1981, Miller was asked by ASCA to update the role and function statement of high school counselors to include a focus on the developmental and consultative aspects of guidance service. The following four functions were highlighted: (a) major functions performed by school counselors are developmental guidance with students, consultation with teachers, and consultation with teachers and parents; (b) school counselors are responsible for the organization and availability of comprehensive information systems for the purpose of helping students with educational-vocational planning and decision-making; (c) school counselors should assist students with assessment of their personal characteristics (such as competencies, interests, aptitudes, needs, and level of career maturity) to help students make the best personal choices in areas such as course selection, post-high school planning, and career choices; and (d) school counselors should provide remedial interventions and alternative programs for those students showing in-school adjustment problems, vocational immaturity, and/or general negative attitudes towards personal growth.

Other organizations related to education and guidance also issue role statements for counselors. For example, the United States Office of Education and the American Association for Counseling and Development (AACD) both have issued policy statements which suggest the role of the school counselor in career education. Hoyt et al. (1977) reviewed such statements and presented the school counselors' role in career education as having four functions: (a) the school counselor as career education coordinator, (b) the school counselor as provider of occupational information, (c) the school counselor as teacher of decision-making skills, and (d) the school counselor as career development theorist.

If one were to "overlay" the ASCA role and function statements, the AACD-United States Office of Education role statements on career education, and the career guidance program goals described (in the previous section), many areas of commonality would be noted. However, in the actual school setting, career guidance for all students is frequently lost in the flurry to deal with crisis situations and to provide college-bound students appropriate information (Marland, 1979). For example, Herr and Cramer (1984) found that many students think no further than gaining access to college, and once there find themselves experiencing identity crises, choice dilemmas, and information deficits which could have been reduced with adequate career guidance in high school.

There has been confusion and frustration for some counselors, parents, students, and teachers over how school counselors should prioritize the components of their jobs. In that regard, Day and Sparacio (1980) examined impediments to the roles and functions of school counselors. They found four factors that hindered the formation of a clear statement of the role and function of the school counselor. First, there was no legal mechanism established to regulate the practice or title of school counselor. Second, school administrators, teachers, and students lacked a clear understanding of the competencies of school counselors, which did not allow counselor potential to be recognized. Third, it was seen as imperative for counselor educators, who teach aspiring school counselors, to maintain and upgrade their skills continuously. Fourth, school counselors themselves must possess a sense of purpose and be goal directed in their job settings.

Martin (1983) wrote that by the end of the decade the structure of guidance will have changed. He listed four categories of chronic difficulties that counselors currently face in the schools: (a) high demand for counselor services coupled with high counselor-to-student ratios, (b) emphasis on remedial rather than developmental guidance programs, (c) low funding for guidance programs, and (d) existence of an alienation of counselors from classroom teachers.

In a recent study by Hutchinson, Barrick, and Groves (1986), secondary school counselors in public schools were surveyed on the actual and ideal perceptions of their roles and functions. The authors identified roles and functions for the survey from the 1966 ASCA-ACES definition of the functions of school counselors. The instrument consisted of 16 items separated into three categories identified as counseling, consulting, and coordination. Fifty-six secondary school counselors in three counties in Indiana were surveyed. The sample included counselors from large, medium, and small schools in inner city, rural, and urban schools. The average student-counselor ratio was 395.6/1 and the return rate was 71%. These school counselors believed their top five ideal functions, in descending order, were (a) individual personal counseling, (b) academic counseling, (c) group counseling, (d) career and life planning, and (e) parent conferences. Although ranked fourth as an ideal function, in actual functioning career and life planning placed ninth. Career and life planning and group counseling were replaced in the top five actual counselor functions by scheduling and testing.

Helms and Ibrahim (1985) also surveyed parents and school counselors relative to the role and function of secondary school counselors. Their respondents viewed public relations and person/educational counseling as more important than did parents. However, the parents and school counselors

agreed on the importance of job placement and vocational/career counseling. It appears that the consumers (i.e., parents) are less interested in "counseling" and more interested in career guidance than are school counselors. Marland (1974) also found in a survey of the American public that 90% of the respondents wanted the public schools to give more emphasis to the study of trades, professions, and businesses to help students decide on careers.

Perrone (1972) measured a sample of eighth- and ninth-grade students on "readiness for vocational plans" after their teachers had been given year-long in-service training on how to integrate and develop vocational maturity in students through the curriculum. He suggested that (a) vocational information be presented in various modes of presentation and at strategic developmental levels; (b) there should be an earlier focus on vocational aspects in the home and that parents and students should be regularly informed regarding the student's knowledge of school, work, self, and how to integrate the three; and (c) meeting with students individually had an advantage in assessing and communicating knowledge about vocational aspects because it did not rely on the student's reading level.

Prediger and Sawyer (1986) assessed trends in student career development in 1973 and again in 1983. Indicated in their summary was that over the 10-year period there was a 32% increase in the proportion of eleventh graders who

reported receiving career planning help from their schools. In the years ahead, school counselors will need to carefully set career guidance priorities, encourage teacher participation in career development activities, use time efficiently, address needs of many students on an individual basis, develop career guidance interventions that are theoretically based (e.g., assessment at strategic developmental points), and be creative in the development of new, more effective strategies.

Super's Career Development Theory

In 1953 Super proposed a theory of career development which he believed was inherent in and emergent from the research and philosophy of psychologists and counselors over two decades of work. In postulating his career development theory, Super drew upon work done by Ginzberg, Ginsberg, Axelrad, and Herma (1951), who speculated that career development was a process that culminated in an occupational choice in an individual's early twenties. Ginzberg and his colleagues gave credence to the notion that vocational behavior finds its roots in a child's early life and develops over time. Herr and Cramer (1984) wrote that Super made it very clear that career development and personal development were intimately related. The primary construct of his theory is the development and implementation of the self-concept.

The basic theme is that people choose jobs that allow them to function in roles consistent with their self-concepts.

Super's theory has been labeled a developmental self-concept theory of vocational behavior by Osipow (1983). Super (1963) himself stated the theory is based on differential-developmental-social-phenomenological psychology. However, regardless of what it is called, Super has intricately woven developmental psychology into career development to formulate his theory (Herr & Cramer, 1984). It appears that Super was influenced strongly by two groups. He was first influenced relative to self-concept theory through writings of people such as Rogers (1942), Carter (1940), and Bordin (1943), all of whom suggested that behavior is a reflection of an individual's attempt to implement self-descriptive and self-evaluative thoughts. In other words, a person rejects an occupational field if it is not consistent with his/her self-view. The second major influence on Super was the work of Buehler (1933) in the field of developmental psychology who suggested that life can be viewed as consisting of distinct stages.

Super formulated his theory on the basis of the following 10 propositions (Super, 1953):

1. People differ in their abilities, interests, and personalities.

2. They are each qualified, by virtue of these characteristics, for a number of occupations.

3. Each of these occupations requires a characteristic pattern of abilities, interests, and personality traits, with tolerances wide enough, however, to allow both some variety of occupations for each individual and some variety of individuals in each occupation.

4. Vocational preferences and competencies (the situations in which people live and work) and hence their self-concepts, change with time and experience (although self-concepts are generally fairly stable from late adolescence until late maturity), making choice and adjustment a continuous process.

5. This process may be summed up in a series of life stages characterized as those of growth, exploration, establishment, maintenance, and decline, and these stages may in turn be subdivided into (a) the fantasy, tentative, and realistic phases of the exploratory stage and (b) the trial and stable phases of the establishment stage.

6. The nature of the career pattern (that is, the occupational level attained and the sequence, frequency, and duration of trial and stable jobs) is determined by the individual's socioeconomic level, mental ability, personality characteristics, and by the opportunity to which he is exposed.

7. Development through the life stages can be guided, partly by facilitating the process of maturation of abilities

and interests and partly by aiding in reality testing and in the development of the self-concept.

8. The process of vocational development is essentially that of developing and implementing a self-concept. It is a "compromise" process in which the self-concept is a product of the interaction of inherited aptitudes, neural and endocrine makeup, opportunity to play various roles, and evaluations of the extent to which the results of role-playing meet with the approval of superiors and fellows.

9. The process of compromise between individual social factors and between self-concept and reality, is one of role-playing, whether the role is played in fantasy or in real life activities such as school classes, clubs, part-time work, and entry jobs.

10. Work satisfaction and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits, and values. They depend upon his establishment in a type of work, a role which growth and exploratory experiences have led him to consider congenial and appropriate (pp. 189-190).

Thus, Super's (1953) career development theory concentrates on four major areas: (a) vocational life stages, (b) vocational (career) maturity, (c) translating the self-concept into a vocational self-concept, and (d) career patterns.

Vocational Life Stages

In the development of the concept of vocational life stages, Super drew heavily upon the work of Buehler (1933). Super identified five vocational life stages and the approximate ages at which they occur. The growth stage (ages 0-14) is the stage in which the self-concept develops through interaction with significant people in the person's life. As an individual passes through this stage, he/she progresses from a state where needs and likes dominate his/her vocational development into a state where abilities are given a higher consideration. The exploration stage (ages 15-24) is a time when the individual goes through a period of self-examination and role tryout. As an individual progresses through the three substages, he/she considers needs, capacities, values and opportunities and makes a series of tentative occupational choices based on the assessments. In this stage reality factors play an increasingly important role. In the establishment stage (ages 24-44), the individual finds an appropriate field of work and makes an effort to secure a firm place within the field. In the maintenance stage (ages 45-64), the individual works to progress within the vocational field which he/she has selected. In the decline stage (ages 65 and up), an individual may have diminished capacities, a subsequent change or reduction in his/her job duties, or may retire (Tolbert, 1980).

The exploration stage warrants further discussion because of its applicability to this study. In the course of the work done on the Career Pattern Studies by Super and his colleagues, insights into the life stages and the developmental tasks which comprise them have become refined (Herr & Cramer, 1984). In updating writing, age 14 is now discussed as part of the exploration stage. This stage appears to be a period in the adolescent's life when he/she is involved in self-examination. An individual or small group career planning conference as the 14-year-old enters high school therefore should provide a timely and perhaps critical opportunity to examine self. It also has been substantiated that at this age adolescents tryout roles and explore occupations by taking part in leisure activities and part-time work. Being involved in extracurricular activities therefore is a practical means of occupational exploration.

Support for Super's description of occurrences during the exploration stage of development can be found in the Career Pattern Studies which give support to Super's concept of vocational life stages. There appears to be a period of floundering during the early twenties as well as a subsequent settling down to a specific occupation during the mid-twenties (Super, 1969b).

Career Maturity

Career maturity was defined by Super (1969b) as the behavior of a person in comparison to others coping with the same vocational "tasks." The exploration stage has three substages: (a) tentative (ages 15-17), (b) transition (ages 18-21), and (c) trial/little commitment (ages 22-24). Each substage has a vocational developmental task associated with it. During the tentative substage adolescents explore needs, interests, capacities, values, and opportunities related to self and career choices. They do so through discussion, fantasy, academic courses, part-time or volunteer work, or participation in activities. An adolescent's vocational task in the tentative substage is "crystallizing a vocational preference" (Herr & Cramer, 1984; Osipow, 1983; Tolbert, 1980; Super, 1969b).

The second substage in the exploration stage is transition. During the transition substage reality considerations are given more weight as individuals enter the labor market or professional training and attempt to implement a self-concept. This is the time when generalized choice is converted to specific choice. The vocational task appropriate for the transition substage is "specifying a vocational preference."

The third substage in the exploration stage is trial-little commitment. During this time, a seemingly appropriate occupation has been found and a first job has been located

and tried as a potential lifework. The vocational task for this substage is "implementing a vocational preference." However, commitment is still provisional in this substage and if the job is not appropriate, the person may reinstitute the process of crystallizing, specifying, and implementing a job preference (Herr & Cramer, 1984; Osipow, 1983; Tolbert, 1980).

Many research studies have been done on Super's career development theory. For example, the Career Pattern Study was a 20-year, longitudinal study of 280 eighth- and ninth-grade boys that investigated various aspects of Super's theory. In the study, it was found that career maturity increases with age and advancement in school. It also was found that most ninth-grade boys did not seem to have the career maturity needed to make sound vocational decisions about the world of work. However, it was found that at this age career maturity is related to (a) ability, (b) opportunity for arousal of interests and use of abilities, and (c) taking advantage of such opportunities (Super, 1969b).

It has been shown that aspects of career maturity at ninth grade accurately predict career maturity at the twelfth grade and at age 25. Career maturity, as judged by level of occupational information, planning, and interests for ninth- and twelfth-grade boys was significantly related to vocational success in early adulthood (Super, 1969b). Thus

career guidance or education can stimulate career development for many students (Herr & Cramer, 1984).

Super (1969b) reported additional support for career development interventions. He wrote that boys who are given opportunities in- and out-of-school and who use opportunities while they are in school tend to make good use of their later career opportunities. In addition, it has been found that measures of career maturity in high school predict career success better than do test scores or grades. Also, how boys deal with developmental tasks at one stage tells something about their level of maturity in later life. Most poignantly, the foundations for later careers are laid in the early growth years (Herr & Cramer, 1984).

Post-Kammer (1987), in a study of 885 ninth- and eleventh-grade students, found no difference in the level of career maturity between ninth- and eleventh-grade students. The males (402) and females (483) in the study were enrolled in a public, suburban high school in a large midwestern city. Ninety-three percent of the students were white, 5% were black, and 2% were classified "other." She surmised that career maturity does not increase with age unless specific activities designed to increase students' levels of career maturity are used.

Vocational Self-Concept

The third major area upon which Super's career development theory is concentrated is translating the self-concept into a vocational self-concept. This premise is of major importance in Super's theory. For example, Super (1969b) believed that the expression of a vocational preference is an attempt by the individual to state his/her ideas of the kind of person he/she is in vocational terms. Therefore, development through the life stages coincides with the development of a vocational self-concept. Relatedly, a person who has a poorly defined self-concept would find it difficult to make sound vocational choices or to implement a career plan.

According to Super (1963), self-concept formation requires an individual to recognize his/her uniqueness, and yet at the same time be aware of the similarities between him/herself and others. The self-concept of a well-integrated person is a constantly changing and developing entity, shifting somewhat throughout life as experiences indicate changes necessary to reflect reality. Super presumed that vocational self-concept develops in a similar way. As individuals grow in maturity, they test themselves in many ways, most of which have implications for educational and vocational decisions.

There is evidence that self-concept and vocational preference are related. Super (1969b) found that teachers

involved in the career change of becoming counselors identified their self-concepts as being more closely related to that of a counselor than to a teacher. Blocher and Schutz (1961) also found that the self-concepts of their subjects closely resembled their descriptions of people working in their most-preferred occupations.

Career Patterns

The fourth major area upon which Super's career development theory is concentrated relates to career patterns. He believed that individuals can be classified according to career patterns. For example, some people change jobs often throughout life while others tend to stabilize in an occupation for long periods of time. Stable, conventional career patterns seem to characterize those individuals of higher socioeconomic levels while unstable career patterns are more characteristic of individuals from lower socioeconomic levels (Super, 1969b).

Career Guidance Interventions

Career guidance personnel use numerous strategies in an effort to intervene in a manner that will help students be vocationally prepared to function responsibly upon leaving high school. Simply stated, students need to know what they want to do and to have a plan as to how they will accomplish what they want to do when they graduate from or leave high

school. Students may not know exactly what they want to do, but they should have a "next step" plan. Mackin and Hansen (1981) and Prediger, Roth, and Noeth (1973) noted that, unfortunately, career guidance interventions have not kept pace with this aspect of career development theory.

School counselors and occupational specialists need to operate from a theoretical base in the development of career guidance interventions. The following are examples of various programs, activities, and experiences based on career development theory and designed in increase students' vocational self-concept, knowledge, and awareness (Hansen, 1967, 1972).

1. Decision-making experiences. Decision-making lessons or activities provided for eighth and ninth graders might include a series of once-a-week experiences led by a teacher or school counselor using commercially or locally developed materials.

2. Industrial and education field trips. Periodic industrial visits scheduled systematically over grades ten, eleven, and twelve could provide students with a firsthand view of several occupations and training institutions.

3. Counseling. Individual or group counseling experiences should be provided at the points in the eighth or ninth grades when students have to make decisions about high school programs and in eleventh and twelfth grades when concrete steps for post-high school plans are taken.

4. Career games. Life career games are designed to help students examine various alternatives and to gain understanding of consequences of alternatives.

5. Career resource center visits. Most schools have well-developed career information centers where students can go to gather educational and occupational information.

6. College representative visits or college nights. Colleges send representatives to high schools to recruit students or to events planned in which many colleges exhibit their information for large groups of students.

7. Guest speakers. Community members who speak in classes about their occupations and careers.

8. Career days or career fairs. Events arranged to provide students with the opportunity to hear and talk to business professionals about their job.

9. Career shadowing. Much like a brief internship, students can spend a day "shadowing" someone in a job in which they are interested.

10. Computer-based career interventions. A relatively new development in the field of career guidance is the use of computer-based career guidance programs. These programs have been designed to provide guidance functions as well as vocational and educational information (Super, 1970).

Students also need to involve themselves in career planning at earlier points in their high school career. Vondracek and Schulenberg (1986) pointed out that economic

changes in the United States have shifted from an inflationary environment to a predominantly disinflationary one, and this shift has produced a renewed interest in career development processes. Adolescents no longer can defer until their senior year in high school serious consideration of their educational and vocational futures. Tyhey need to be aware of "economic realities" such as the high rate of unemployment and the critical nature of the need for educational and career planning for the future.

Super (1983) noted that the purpose of career planning activities is to raise the career awareness of students. He contended that "awareness," a much used term in career education, has two meanings. The first is arousal or recognition of a need and the second is knowledge and understanding. He postulated that career guidance has neglected the first meaning and has assumed that students are ready for the second meaning of awareness. The career planning activities developed for this study have been designed to help students first "recognize the need" to focus on aspects of their career planning and second to "become more knowledgeable and understanding" of their career responsibilities and choices.

Super's career development theory is the theoretical framework upon which this study is based. It is believed that career assessment and career planning activities carried out in the exploration stage of development in combination

with parental involvement will have a positive impact on the career maturity, self-concept, extracurricular involvements, grades, and attendance of ninth-grade students in the first semester of their ninth-grade year.

Career Guidance Assessment

Unfortunately, in large numbers of schools career guidance simply means the administration of aptitude tests to students. According to Super (1957), career guidance actually means educational and vocational guidance aimed at helping students make a life as well as make a living. It requires that systematic effort be made to reach all students as they make curricular and extracurricular choices during high school, and as they decide what to do after high school. A comprehensive and effective career guidance program provides career assessment, but it also provides (a) information about the world of work, (b) education about what jobs are available, (c) experience (both direct and vicarious) with the world of work, (d) insights into potential roles in the world of work, and (e) career planning and decision-making skills (Prediger & Ferguson, 1982).

Students are interested in getting help with education and career planning. Prediger, Roth, and Noeth (1973) found that one-half of the nation's eleventh-grade students did not receive the help they wanted with their career plans. Dinklage (1969) found that only one-fourth of the eleventh-

grade students surveyed demonstrated effective career planning strategies. Mitchell (1977) reported that only one-third of 17-year-olds could name the appropriate skills needed for their preferred occupations.

Hutchison and Bottorff (1986) surveyed college students about their interactions with school counselors while in high school. The study compared the students' "expressed needs" for counseling services with the counseling services they "actually received" from their high school counselors. It was found that 89% of the students believed they needed career counseling in high school, but only 40% reported that they received career counseling. This investigation also revealed that two important areas of student need (i.e., career counseling and personal counseling) were not being addressed sufficiently. Relatedly, Leviton (1977) polled students to determine what they felt were the most important guidance functions of school counselors. Students ranked getting help from counselors on high school program planning as the most important guidance function and getting help on post-high school planning as the second most important function.

Historically, career guidance programs have consisted mainly of the use of ability tests and/or interest inventories in a "square-peg, square-hole" approach to career planning. However, a career development theory approach to career planning posits that tests should supplement, not

supplant, career guidance efforts. As Prediger and Ferguson (1982) suggested, the major role of tests in career guidance is to stimulate career exploration as well as the exploration of self in relation to careers.

As the world becomes more complex and more vocational choices become available, students face the difficult task of identifying career options appropriate to their personal goals and characteristics. A major function of school counselors therefore is provision of career guidance to provide students with a broad view of their options and to help them pursue those options. Prediger and Ferguson (1982) suggested that "focused exploration" is the most appropriate phrase to describe the task of career guidance personnel. Tests and other assessment procedures can provide focus to career exploration. However, it is not a focus that singles out the "right" occupation; rather, it identifies options for exploration.

Career development theory, and common sense, suggest that more is required of students than taking tests and that more is required of school counselors than giving tests for career planning to be of any value. A career planning test program combined with school and career planning conferences meet Prediger and Ferguson's (1982) established criteria for excellence in career planning strategies. Further, they suggested that the following criteria be adhered to when using career guidance tests.

1. Career guidance testing programs selected should reflect the fact that a career "cuts to the core" of life. That is, a broad range of personal characteristics and concerns are relevant to career planning, so the program should, at a minimum, assess a student's multiple abilities and interests.

2. Score reports from the test results must have the capacity to help school counselors and students "bridge the gap" between test scores and their implications. The reports should have built-in procedures for translating test data to counseling information. It is best if students can follow procedures and translate the information on their own.

3. It is critical for students to have help in transforming test information into experience if the test data are to have a lasting effect on career development. In order for a testing program to be effective, it must motivate the students to do something as a result of their participation in the program. Therefore, test results should be accompanied by materials that encourage and facilitate career exploration. Through counseling, students can evaluate what they learned from taking the test.

Engen, Lamb, and Prediger (1982) analyzed responses from 547 schools in a national survey on the use of standardized tests. They found that nine of ten schools provided career guidance tests. As the focus on career and educational planning has been increasing, so have the responsibilities

and student caseloads of school counselors. Therefore, it is imperative to develop a sound, efficient plan for delivering career planning and stimulation experiences to all students regardless of their post-high school plans.

Miller (1982) reported on trends in the 1970s that influenced the development and use of tests for career counseling, guidance, and education: (a) introduction and widespread adoption of career education programs; (b) increased emphasis on equality including the rights of handicapped people and women; (c) increased interest in working with adults from the baby-boom generation; (d) development and administration of widescale assessment programs at both national and state levels; (e) development of computer technology in the areas of test scoring, reporting, and computerized guidance systems; (f) decreased funding for educational programs; and (g) increased public awareness of testing.

The results of these developments was an increased interest and awareness in the use of testing in career planning. This in turn stimulated efforts to develop new methods of scoring and reporting results. An effort was made to develop multidimensional instruments which provided (a) measurement on several characteristics, (b) reports that organized test results for use in career planning, and (c) in most cases, suggested appropriate career options and further career planning activities. These new instruments provided

major assistance in translating appraisal information into counseling information (Miller, 1982).

Examples of these multidimensional instruments are the (a) Career Planning Program (American College Testing Program, 1983) which combines measures of interests, experience, abilities, and student information; (b) Differential Aptitude Test Career Planning Profile (Super, 1973), which includes the DAT with a career planning questionnaire to provide an interpretive career planning report; (c) Planning Career Goals, developed by American Institutes for Research (1977), which measures life career plans, interests, general information, and abilities; and (d) Kuder Career Development Inventory (Kuder & Diamond, 1975), which measures school and nonschool experiences, attitudes, plans, achievements, and interests.

The Career Planning Program (CPP)

The CPP was selected for use in this study for several reasons: (a) it is based on career development theory; (b) it has been thoroughly researched; (c) it has practical and simple administration procedures; and (d) the score reporting procedures are concise, thorough, and lend themselves to consultation and follow-up exploration by students and their parents. In addition, it is the program currently being used by the Alachua County School Board to provide career planning and guidance to tenth-grade students in the county. Results

of this research therefore could provide suggestions on how to more effectively use the CPP in career guidance strategies.

The CPP is a combination of an ability test battery, an interest inventory, scales assessing career-related experiences, and a background and plans inventory. The comparatively brief total testing time of two and one-half hours is an advantage, as is the fact that it can be scheduled in a single session. A major purpose of the CPP is to help school counselors use their time more effectively when assisting students with their career planning. The school counselor's time saved through use of group administration thus enables them to provide strengthened and enhanced follow-up activities with individuals. The primary goals of the CPP are to help students expand self-awareness, develop career awareness, identify personally relevant career options, and begin exploring and evaluating those options.

The CPP materials were designed specifically to help students identify and explore personally relevant career options. The materials are based on the premise that self-information is related to career information. When the CPP is used students obtain an overview of the work world and, at the same time, identify career options they might otherwise overlook.

Specifically, the CPP assesses a student's interest, experience, ability, and self-ratings of ability (ACT, 1983).

The Interest Scales in the Unisex Edition of the ACT Interest Inventory (UNIACT) assess preferences of work-related activities with scales organized according to the six types of interests described in Holland's (1973) theory of careers. The Experience Scales assess career-related experiences which parallel the six areas measured by the interest scales. The Ability Scales assess levels of development in six areas relevant to career planning: reading skills, numerical skill, language usage, mechanical reasoning, space relations, and clerical speed/accuracy. The Self-Ratings of Abilities is a structured self-rating exercise which assists individuals in rating themselves in nine ability areas not easily measured by tests (e.g., sales, helping others, or creative/artistic). The program uses the circular configuration of occupations suggested by Roe and Klos (1969). These configurations are also compatible with the results of research on Holland's six types of interests and occupations (Prediger, 1982).

After students have taken the CPP, they receive a two-page score report ("Your Career Planning Report") which integrates scores on all measures around the theme of job clusters and a 24-page interpretive booklet (CPP Career Guidebook). The CPP score report summarizes biographical information, reports test scores as stanines, and provides a score profile plot. The job clusters help relate student results to 23 different "job families." A brief narrative

interpretation leads students to the identification of specific occupations. Students are encouraged to narrow the list of job families and to explore at least one "trial job choice."

The CPP was normed on a sample of 2,000 high school students from 201 high schools in 33 states. Interval reliability coefficients range from .77 to .91 for the ability measures, from .81 to .92 for the interest scales, and from .71 to .89 for the experience scales. Test-retest reliability coefficients over a 9-week period ranged from .59 to .87 on the ability measures, from .70 to .85 on the interest measures, and from .70 to .87 on the experience measures (ACT, 1984). The CPP validity has been evaluated in several ways. Correlations between overall grade-point averages and composite scores of the ability measures yielded a .64 coefficient for criterion-related validity. The construct validity is illustrated through intercorrelation of the CPP measures with other ability and interest measures.

Individual and Group Counseling

Krumbolz (1966) wrote that "what we need to know is which procedures and techniques, when used to accomplish what kinds of behavior change, are most effective with what kinds of clients when applied by what kind of counselor" (p. 12). Fretz (1981) wrote that small, focused studies by counselors done in accord with his guidelines may contribute as

importantly, if not as extensively and comprehensively, as national studies. He broadly defined an intervention as an activity or program intended to facilitate career development. It could be as brief as administering and presenting results of an interest inventory or as extensive as a full-year course on career development. The treatment for this research study incorporates career assessment coupled with two (one individual and one group) career planning conferences.

In the public school setting there is a need to find functional and feasible treatments that can be carried out by existing personnel and that also are cost effective. Therefore, if it is found that the results from either or both of the treatments in this study make a significant difference in the desired outcomes, then it is possible that this career guidance intervention could be implemented in other schools.

Hanson and Sander (1973) studied the differential effects of individual counseling compared to group counseling on the "realism" of career choices of 60 eleventh- and twelfth-grade boys. The students were divided into two groups of 30 "overshooters" (i.e., students aspiring to occupational goals which were probably beyond their capability) and 30 "undershooters" (i.e., students who were probably capable of succeeding at a higher level of occupation) regarding career choice. The 60 subjects were

then put into three intervention groups: (a) individual counseling, (b) group counseling, and (c) a control group. Both the individual and group counseling were more effective than no intervention.

Krumbolz and Thorenson (1964) also studied the effects of individual versus group counseling. One hundred ninety-two eleventh-grade students were randomly assigned to individual and group settings in which similar counseling strategies were used by counselors. Both types of counseling strategies were effective in facilitating career information-seeking behavior when compared to no counseling. No differences were found between individual and group counseling strategies.

Fretz (1981) found five types of career interventions on the basis of his review of the literature: (a) comparisons of techniques of presenting occupational information, (b) comparisons of techniques of presenting test interpretations, (c) group versus individual career interventions, (d) structured self-administered versus computer-assisted versus individual and group, and (e) comparisons of a combination of interventions. In examining studies of interventions that incorporated career assessment as well as individual and group counseling, Tipton (1969) found evidence that clients preferred the presence and involvement of counselors over (only) written presentations.

Extracurricular Activities

As students enter high school they are faced with academic, social, and emotional choices that will affect their vocational self-concepts. It is believed that if at this developmental stage they are made more aware of the impact their ninth- and tenth-grade choices will make on their future, it is possible to influence some of them to make choices that would improve their self-concepts, levels of career maturity, grades, and attendance, and increase their extracurricular involvement. Participation in extracurricular activities is a way to explore the development of skills that strengthen the self-concept and provide experience that can enhance and influence occupational opportunities and choices (Super, 1969b).

In the examination of Super's developmental stages, the exploratory stage begins at age 14 (generally ninth grade) and ends at age 24. In the first step of that stage, students begin to try-out various roles. Aside from their academic endeavors their occupational exploration must be done through participation in extracurricular involvements (Super, Starishevsky, Matlin, & Jordaan, 1963). These involvements may include activities that are (a) outgrowths of curriculum courses, e.g., Spanish, drafting, or art clubs, band, chorus, or student government; (b) athletically focused, e.g., swimming, soccer, basketball, football, wrestling, track, or dance; (c) sponsored by the school for

social and exploratory purposes, e.g., Key Club, Y Clubs, Future Educators, or Alpha and Gamma (legislative clubs); (d) sponsored or available through the community, e.g., scouting, Junior Achievement Clubs, or volunteering at hospitals, nursing homes, or nursery schools; (e) church sponsored, e.g., youth fellowship groups, choir groups, or Sunday school attendance or teaching; (f) private lessons, e.g., dance, piano, guitar, karate, or voice lessons; (g) part-time jobs at fast-food restaurants, babysitting, bagging groceries, cashiering, being a stock clerk, or running errands for a business.

It is appropriate to note here that employers do not typically hire 14-year-old students for part-time jobs. However, it also should be noted that some ninth-grade students may be 15 or 16 years old because of late entry into school or retention in one or more grades. Also in typical situations, 14-year-old students could have part-time jobs such as babysitting, yardwork, being a junior counselor in a camp, being a "go-for" in a business office, or volunteering on a regular basis. According to a report prepared by Charner and Fraser (1988), more than one-third of all high school students hold part-time jobs during the academic year. It also was found that 90% of all high school students have worked by the time they are seniors and about one-third of the juniors and one-half of the seniors worked for at least half the school year. No negative effects regarding class

rank, attendance, or extracurricular activities were found for students who worked 20 hours or less a week.

In 1968, Dilley found evidence that decision-making ability was related to intelligence, achievement, and participation in extracurricular activities. He surmised that because these variables were related to career maturity, decision making was related to career maturity. Thus, students who involve themselves in extracurricular activities are apt to be more career mature.

Super (1957) wrote that extracurricular activities are a means by which schools provide exploratory experiences. Clubs make possible orientation to vocational areas such as farming, science, journalism, drama, and other fields of endeavor without formal commitment.

Super (1957) examined intelligence, nature of education, level of extracurricular activities, work experience, nature of personality, and career guidance as each related to getting a job. He found that intelligence had little to do with getting an entry-level job; employers were more influenced by evidence of "maturity." Education did play a part in getting a job. Those students with more education and better grades tended to get jobs more readily. Involvement in extracurricular activities also was related to getting a job in work because it was felt it improved the ability to meet and work with people. Employers also valued participation in work and activities as evidence of

leadership ability. Work experience was considered an asset in getting a job. Employers felt it was easier not to have to "break in" inexperienced workers. Personality was not found to be particularly important. Career guidance also was related to getting a satisfactory job. Subjects who had vocational counseling supplemented with career and aptitude testing (as opposed to vocational counseling with no tests) showed more job stability, promotions, and earnings as well as better employer ratings. Super (1957) deduced from his findings that a well-formulated self-concept which takes into account experiences, interests, and aptitudes makes for an easier transition from school to work.

Parental Involvement

There have been significant increases of late in the number of children who live in poverty, the proportion of children who have one parent families, and the number of mothers who work outside the home. These changes in the demographics of society increase the importance of active efforts on the part of schools to actively involve the parents in the education of their children (Anselmo, 1977; Hawley, Rosenholtz, Goodstein, & Hasselbring, 1984).

Parents are concerned about the longterm well-beings of their adolescent children and are typically very supportive of career guidance service in the schools (Prediger & Ferguson, 1986). Strother and Jacobs (1986) wrote that the

family and the school function as the two most significant institutions affecting the socialization and development of children. Therefore, it is crucial that they understand each other and communicate directly. Strother and Jacobs also listed the following benefits which may be derived from counselor-parent consultation: (a) it can provide strategies for parents to enhance relationships with their child; (b) it can provide counselors with valuable information related to parental atmosphere, attitudes, and expectations; (c) it can help parents understand the roles that counselors and schools play in their child's education; (d) it can provide credibility for the counselor and school as parent resources; (e) it is preventative and developmental in nature; and (f) it is good public relations for the school and counselors.

McNair and Brown (1983) found that parental influence was a significant predictor of career maturity for blacks and white females. They therefore suggested that counselors should include parents in career development programs for adolescents. Parents also should be informed that they are influential in determining their children's career expectations and aspirations. However, they also need help in developing and/or improving strategies to improve the quality of their impact (e.g., learning how to use occupational information, how to help their adolescents develop and explore interests and aptitudes, and how to dispel sexual and racial stereotypes).

Cattemole and Robinson (1985) surveyed a sample of 400 parents about home-school communication methods. The survey was done in a community of 50,000 residents where the school district had 11,000 students enrolled in 31 elementary and five high schools. Fifty-three percent (215) of the parent surveys were returned. The survey asked parents to respond to a prepared list of (a) the ways they actually learned about their child's school, (b) the ways they preferred to learn about the schools, and (c) which methods of home-school communication were considered most effective. Parents reported that they actually learned about their child's school from (a) what their child told them, (b) their child's report card, and (c) the school newsletter. The ways parents preferred to learn about their child's school were (a) by what their child told them, (b) through the school newsletter, and (c) from the report card. Parents' opinions about the most effective methods of communication with schools were (a) 89% chose a direct approach such as by telephone or in person, (b) 84% chose parent/teacher conferences, and (c) 61% chose working as a school volunteer. Thus, it appears that parents are willing and desirous of meeting with school counselors or teachers to learn what is happening with their children at school.

In this study, parents were involved in the treatment by attending the career planning conferences with their adolescents. One of the primary goals of the treatment was

to educate the parents about the importance of school and career planning at this developmental stage. The conference should at least in part have legitimized the parents' involvement at the high school level. This is important because often high school students do not want parent involvement at that level. In addition, the conference oriented and provided a school contact for both the student and the parent which potentially made future school contacts easier and less intimidating.

Demographic Variables

A brief discussion of how grades, attendance, gender, and ethnicity interact with career maturity and self-concept follows.

Grades

School achievement is frequently examined in a research study because it is readily observable and indicative of a student's school adjustment and performance. Super, Kowalski, and Gotken (1967) did a 10-year follow-up report of the Career Pattern Study to examine which variables could be predictors of later effective vocational behavior. It was found that school achievement (GPA) was an effective predictor of vocational maturity. Students who made better grades and were involved in more activities tended to flounder less and be more vocationally stable at age 25.

Herman and Yeh (1983) studied parental involvement in the schools. They coordinated a large evaluative study of California's Early Childhood Education Program in which they randomly sampled two second-grade classes and two third-grade classes from each of 256 schools. Results indicated that the amount of school-home communication was directly related to achievement. They recommended that schools capitalize on the positive influence parents can have on a student's school success by keeping the parents informed and involved in the educational process. Herman and Yeh (1983) projected that the research had implications for students and parents at middle and high school levels.

Other researchers have examined the effects of parental involvement on students' grades and found that parents' encouragement to achieve and interest in school performance is significantly related to student motivation to learn and higher grades (Hawley, 1976; Mayeske, 1973; Rollins & Thomas, 1975). In an examination of the effects of home on school, Bloom (1980) and Clark (1983) acknowledged that there are many areas in which school personnel cannot positively impact the parents to effect better performances from students. However, they stated that schools can affect what parents do in their interaction with students in an effort to augment school achievement. It would appear that conferences related to school, educational, and career planning involving school

counselors, parents, and students have the potential to increase the amount of parental interest and involvement in the student's program, thus increasing student achievement.

Attendance

Schaeffer (1971) wrote that students should be more actively involved in their own educational processes. He suggested that if they were, it might reduce the "rebellion" against academic education that is apparent from the high dropout rate that has been previously reported (Gadwa & Griggs, 1985; Pallas, 1986; Stern, 1987). Involving students in an individual or small group career planning conference before they enter high school is a method designed to involve them directly in their own educational plans.

Hahn (1987) reviewed studies and reports available on the high dropout rates in the nation. He deduced that no more research was necessary to identify the dropouts or their reasons for dropping out. What is needed are programs to address their needs. According to Hahn, the most common reason for leaving school is poor academic performance; students who drop out typically have mostly "Ds" in school. When disadvantaged youths were asked why they had difficulty in schools, a little more than one-third of them blamed themselves, one-third blamed their problems on home, and one-third blamed the schools. It appears that no single factor

is associated with school dropout behavior, and therefore that multiple factors have to be addressed.

Duke (1978) explored which discipline problems principals identified as most pressing in their high schools. He sent questionnaires to 100 randomly selected high school principals in New York and to another 100 principals in California. The results showed that administrators perceived attendance-related problems as the primary disciplinary problem. "Skipping class" was the most pressing problem selected by all four groups of principals. "Truancy" and "lateness to class" were the second and third most pressing problems.

Interest and motivation to stay in school and in class continue to be a major school problem. An intervention such as the one planned in this study should give information to students and parents about (a) the importance of attending class, (b) the consequences of not being in class (i.e., missing valuable work, being assigned to after-school or in-school detention, poor dean's office records, or association with students who are not making good choices), (c) the class check system (i.e., an attendance and academic work monitoring system available for parents to use with students), and (d) the dean's office class check system (i.e., a monitoring system used in extreme absentee cases).

Gender and Ethnicity

The Career Pattern Study was a 22-year longitudinal study of the vocational development of approximately 300 eighth- and ninth-grade boys in a small town about 65 miles from New York City. Super and his colleagues began the study in 1951 and completed it in 1973 when the subjects were approximately 36 years old. The boys were studied at ninth grade, twelfth grade, at about age 21, and again at ages 25 and 36. The primary sources of data were from interviews, questionnaires, tests, and school records (Jordaan & Heyde, 1979).

The Career Pattern Studies were done with white males, and therefore much of the data regarding vocational maturity were only generalizable to white males. Grades, achievement, and participation in in- or out-of-school activities were found to be positively related to career maturity in white males (Super & Overstreet, 1960). It is important to determine if these variables are related to gender (sex) or ethnicity (race). Although sex has typically not been found to be a factor in career maturity, there have been equivocal results which suggest that it should be examined further. Herr and Enderlein (1976) compared career maturity among three grade levels (ninth, tenth, and twelfth) of students in three schools systems. They found that levels of career maturity increased as students progressed through high school but that females attained a higher mean score on career

maturity than males. Therefore typically females begin the ninth grade more career mature and widen the difference by twelfth grade.

Post-Kammer (1987) collected data on career maturity and work values from a sample of 885 (402 boys and 483 girls) ninth- and eleventh-grade students. Ninety-three percent of the students were white, 5% were black, and 2% were other ethnic groups. She found that girls have more work values related to career maturity than do boys. Among other things, she concluded that sex differences in work values and career maturity differ according to sex more than on the basis of grade level. Career development patterns such as this should be considered when developing programs for students.

Pound (1978) sampled 500 males and 500 females from the total population of six high schools in predominantly lower and lower-middle social class strata. Eighty-five percent of the students were white and 15% were black. The students were assessed on career maturity and self-concept. He found that for high school students Super's self-concept theory had more validity when referring to black males than when referring to females or whites in general. In a similar study, Lawrence and Brown (1976) found that for twelfth-grade students Super's self-concept theory had more validity when referring to white males than to females or blacks.

McNair and Brown (1983) investigated the effects of self-concept and parental influence on the occupational

aspirations and career maturity of (black, white, male, and female) tenth graders. The sample consisted of 259 tenth-grade students from a central North Carolina community. The sample consisted of 134 females (54 black and 80 white) and 125 males (38 black and 87 white). Students were assessed on career maturity. They found that white students scored higher than black students on career maturity measures and that females scored higher than males. Self-concept was found to be a predictor of career maturity only for white males. Parental influence was a significant predictor of career maturity for black males and females and white females but not white males. This particular finding also supports research done by Krumbolz, Mitchell, and Jones (1976) that important "models" influence career development.

Research by McNair and Brown (1983) suggests that school counselors must be aware of race and sex differences in career development. Black and white students appear to have nearly the same occupational aspirations and expectations in tenth grade, but blacks lag behind whites in career maturity. Unless black students in particular are given the skills and attitudes needed to pursue their career goals, they will eventually find themselves lowering their occupational aspirations and expectations. Counselors need to be aware that young men are more advanced in a career development sense than are young women. That there are differences in gender and race also should be acknowledged and observed in

research studies in order to develop interventions that are specifically applicable to various subgroups.

CHAPTER III

METHODOLOGY

This study was designed to investigate the effects of career guidance that combined career assessment with individual or small group, parent-attended conferences for ninth-grade students. Assessed were changes in their career maturity, self-concepts, grade-point averages, school attendance, and extracurricular involvements as a result of participation in either of two career guidance and counseling activities. Parents who participated in the study were assessed on their attitudes and opinions regarding satisfaction with their own interaction with the school and with their students' school adjustment and progress.

Research Design

This study used a randomized control-group posttest only design. There were two experimental groups and one control group. The experimental design for this study was as follows:

Table 3-1

Experimental Design

E1	X1	T2
E2	X2	T2
C	*	T2

The students in the two experimental groups (E1 and E2) completed the American College Testing Program's Career Planning Program (CPP). The students in E1 met individually with at least one of their parents or guardians and a school counselor to participate in a School and Career Planning Conference (SCPC). The students in E2 participated with at least one of their parents or guardians in a counselor-lead, small group SCPC. The control group (C) did not participate in the CPP or SCPC.

The CPP was given to identified eighth-grade students at the end of the eighth-grade school year (i.e., prior to their entrance into ninth grade) and the SCPCs took place during the summer preceding their entrance into their ninth-grade academic year. During the third week after the end of the 1988 fall semester, the students from both experimental groups and the control group were assessed on the Career Maturity Inventory-Attitude Scale (CMI-AS), the Coopersmith Self-Esteem Inventory (CSEI), and the Extracurricular

Involvements Inventory (EII) (see Appendix A). The (cumulative) pre-GPAs from the second semester of the eighth-grade year of all students in the study were obtained from school records. The (cumulative) post-GPAs for the fall semester and attendance records of all ninth-grade students in the study were collected at the end of the 1988 fall semester.

Population

The population for this study consisted of the 276 eighth-grade students at Fort Clark Middle School in Gainesville, Florida (in Alachua County), who were scheduled to enter Buchholz High School as ninth graders at the beginning of the 1988-89 school year. Alachua County, located in the north central part of Florida, has a population of approximately 180,000. Most of Alachua County is considered rural. Gainesville is the largest population center in the county with a population of approximately 85,000. The University of Florida, the largest university in the state, is located in Gainesville (Whitaker, 1987).

In the 1987-88 school year, the Alachua County School System served 23,771 students in grades kindergarten through twelve. Of these students, 17,439 attended schools in Gainesville. The remaining 6,332 students attended schools in the rural areas of the county. The total number of eighth-grade students in Alachua County for the 1987-88

school year was 1,774. There were 873 (49%) females and 901 (51%) males. Also, there were 557 (31%) black and non-Hispanic, 30 (1.5%) Hispanic, 1,160 (66%) white and non-Hispanic, and 27 (1.5%) students of other national origins (Lucas, 1988).

Students from four middle schools enter Buchholz High School to comprise its student population. Fort Clark Middle School, Howard Bishop Middle School, Lincoln Middle School, and Westwood Middle School. In the 1987-88 school year the number of eighth-grade students (486) in these schools (i.e., to comprise Buchholz' ninth-grade class) were (a) Fort Clark Middle School, 276; (b) Howard Bishop Middle School, 76; (c) Lincoln Middle School, 51; and (d) Westwood Middle School, 83. The percentages by male (M), female (F), white (W), Hispanic (H), other (O) (ethnicities), and the totals for Fort Clark Middle School students entering Buchholz High School in fall 1988 are presented as follows (Lucas, 1988).

Table 3-2

Students from Four Feeder Schools Who Enter Buchholz High School by Gender and Ethnicity

	Fort Clark	Bishop	Lincoln	Westwood
F	54	49	63	55
M	46	51	37	45
B	24	50	19.5	10
W	73	49	74.5	85
H	1	0	2	0
O	2	1	4	5
T	276	76	51	83

Sampling Procedures

The sample was drawn from eighth-grade students at Fort Clark Middle School who were scheduled to attend Buchholz High School. Excluded were students classified as Educably Mentally Handicapped. The eighth graders at Fort Clark Middle School were selected because they were considered representative of Buchholz' entering students. In the 1987-88 school year, Fort Clark Middle School had a total population of 939 students in grades 6 through 8. The school's population consisted of 482 (51%) females, 457 (49%) males, 214 (23%) black and non-Hispanic, 11 (2%) Hispanic, 694 (74%) white and non-Hispanic, and 20 (18%) of other national origins (Lucas, 1988).

Buchholz High School, the largest school in Alachua County, was chosen for the study because of its size and geographical location. It is considered representative of the schools in the county. Buchholz High School, located in the northwestern part of Gainesville, was built in 1971. In the 1987-88 school year it had a total population of 1,810 students in grades 9 through 12 (Lucas, 1988).

A sample of 120 eighth-grade Fort Clark Middle School students from among the 276 who were entering Buchholz High School in the 1988 fall semester were requested to participate in the study. Students were stratified by gender and ethnic group. Randomization was used to control for achievement level differences. In order to insure that 120

students were available for the sample (i.e., 40 in each group), 150 names (i.e., 50 for each group) were selected randomly and permission letters were sent to their parents or legal guardians. One hundred twenty randomly selected eighth-grade students returned permission forms and thus were placed into three groups of 40 students each. Eighty of the students formed experimental groups E1 and E2 and the other 40 students formed the control group.

The students in E1 and E2 completed a career assessment inventory, the Career Planning Program (CPP), which was designed by the American College Testing Program. The students in E1 participated, with their parent(s) or guardian(s), in an SCPC individually with a school counselor which focused upon school orientation, extracurricular involvement, educational planning, and career planning. The students in E2 also participated with their parent(s) or guardian(s) in a counselor-led, small-group SCPC which focused upon school orientation, extracurricular involvement, educational planning, and career planning. Both treatment groups participated in an SCPC which addressed the same content. The counseling format was the difference between the two treatment groups (i.e., E1 was for the individual student, their parent(s) or guardian(s), and the school counselor and E2 was for a small group of 3-5 students, their parent(s) or guardian(s), and two school counselors. The

students in the control group did not complete the CPP or participate in either individual or small-group SCPCs.

One hundred ten students were posttested on the CMI-AS, CSEI, and EII. The GPAs and attendance records for the first semester for participating students were collected at the end of the 1988 fall semester. The parents of the students in all three groups were surveyed regarding satisfaction with their personal interaction with the school and with their student's school adjustment and progress.

Research Procedures

The individual in charge of coordinating research projects for the Alachua County School Board was contacted to acquire permission to conduct this study. Permission was granted and the principals and school counselors from Fort Clark Middle School and Buchholz High School were contacted. They agreed to allow the study to be conducted and to encourage their teachers and counselors to help conduct the study.

The researcher met with Fort Clark Middle School's eighth-grade teachers and guidance staff to coordinate the sending and receiving of parent permission letters to the 150 students originally selected. Students in E1 and E2 received parent permission letter A (see Appendix B). Students in the control group received parent permission letter B (see Appendix C). Permission to get the students' phone numbers

from school records was granted from the Alachua County School Board's Office of Research and Evaluation. If parent permission letters had not been returned after five days, the researcher called the homes of the students to explain the study and to request that the letter be returned.

As a method of encouraging response, students received a candy bar when they returned their parent permission letter to the guidance office. When 120 letters had been returned, the CPP was administered to the 80 students identified for the two treatment groups. School counselors from Buchholz High School trained in administration of the inventory administered the test and were assisted by the counselors and principal at Fort Clark Middle School. The CPP was scored by computer and the results were returned within 2 weeks. The participating students and their parents were then contacted by telephone to arrange for the SCPCs.

The conferences took place during a 10-week period lasting from the last 2 weeks of June through the end of August, 1988. During the third week of the second (i.e., spring 1989) semester, school counselors from Buchholz High School coordinated the administration of CMI-AS, the CSEI, and the EII. The students' first semester cumulative GPAs and attendance records were obtained from school records. The schedule for the research procedures was as follows.

Table 3-3

Research Schedule

CPP	<-----Conferences----->							Assessment
May 1988	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb. 1989

Career Planning Program (CPP)

The CPP, produced by the American College Testing Program (1983), is a guidance-oriented activity, which includes an assessment designed to help students identify and explore personally relevant occupations and educational programs. The CPP, Level 1 (the form used in this study), has normative data for eighth-, ninth-, and tenth-grade students. Its purposes include facilitation of career exploration, career awareness, self-awareness, and educational/career focusing (ACT, 1983). The five major assessment components of the CPP are (a) interest, (b) experience, (C) self-ratings of abilities, (d) background and educational plans, and (e) ability. The interest scales assess preferences for work-related activities through the use of scales organized according to Holland's six types of vocational interests (Holland, 1973). The experience scales assess career-related experiences and parallel the six areas measured by the interest scales. The correspondence between the interest and experience scales is intended to encourage

career planners (i.e., students) to consider interests in light of experiences. The self-ratings of abilities section is a structured, self-rating exercise to assist students to evaluate themselves in nine ability areas (e.g., creative/artistic, helping others, or sales) not easily measured by other tests. The self-ratings are integrated with the results of the ability test in the job clusters on the CPP score report. The background and educational plans section provides for the student's input of a number of personal factors relevant to career planning. The ability measures assess the student's level of development in six areas relevant to career planning: (a) reading skills, (b) numerical skills, (c) language usage, (d) mechanical reasoning, (e) space relations, and (f) clerical speed and accuracy.

The results of the 10 sections of the CPP are combined to produce a report which shows students' results on the six ability scales, six interest scales, and six experience measures related to interests. In addition, the report organizes the world of work into six job clusters: (a) business contact, (b) business operations, (c) technical, (d) science, (e) arts, and (f) social service. The report also prioritizes students' career exploration alternatives around the same six job clusters.

There are three suggested models for administration of the CPP. The model used in this study was the one in which

the test was given at one sitting, with two break periods. The total time needed to give the test battery was two and one-half hours. Students in E1 and E2 completed the CPP in a large group setting in the lunchroom at Fort Clark Middle School during morning hours. They responded on machine scorable answer sheets.

School and Career Planning Conference (SCPC)

The SCPC was conducted on an individual student or small group basis. Each student in group E1, and at least one of his/her parents or guardians, participated in an individual conference with a school counselor. Each student in E2, and at least one of his/her parents or guardians, participated in a small group conference with one or two counselors. The small group conferences for students in E2, designed for groups of three to five students and their parent(s) or guardian(s), were co-lead by two counselors. Two counselors were present for all but two conferences in which only two students and their parents were present. Because students' and parents' summer schedules were very full and a few individuals had to reschedule their conference times, the group conferences fell into the following size categories: (a) 4 groups of 2 students with parents, (b) 4 groups of 3 students with parents, (c) 3 groups of 4 students with parents, and (d) 1 group of 5 students with parents.

The SCPC was designed to cover five major areas: (a) post-high school options (see Appendix D), (b) career planning test results (CPP), (c) extracurricular activity information (see Appendices E and F), (d) development of a 4-year plan of coursework for high school (see Appendix G), and (e) school orientation information (see Appendices H, I, J, K, and L). For convenience to students, parents, and counselors the material to be covered in the SCPC was put into booklet form. The booklet cover can be seen in Appendix M. The SCPC conference format (see Appendix K) was clearly stated. Counselors were asked to present the content in the order listed. Both students and parents received a copy of the SCPC booklet as a convenience to them. When the SCPC appointment was set up, a confirmation letter (see Appendix R) and a copy of the SCPC booklet were mailed to each home. It was suggested that parents and students read the SCPC material before arriving at the conference. A second copy was given to them upon arrival at the conference.

Post-high school options were presented first at the SCPC in an effort to help students and their parents develop a clear perspective on the importance of long-range planning. It was hoped that having these options presented at the beginning of the conference would help students and parents realize that timely decision making was pertinent and that the areas presented at the conference would have more meaning. Students most likely to be unsuccessful in (or even

to drop out of) high school are students who lack perspective on where they are going in life (Pallas, 1986). Ninth-grade students entering high school have many adjustments to make emotionally, socially, and academically. Some of their decisions must be made immediately (e.g., which courses to take, whether or not to participate in extracurricular activities, or in which activities to participate). Some of these decisions have far-reaching effects. For example, students who are serious about academic pursuits should have more eventual choices about colleges to attend. Similarly, students who involve themselves in extracurricular activities that expand their experiences may develop strengths that could impact their career choices.

Career planning test results were presented next in the SCPC. Students received a score report (test results) and a copy of the CPP Career Guidebook (ACT, 1984), a 23-page workbook for students designed to be used in conjunction with the score reports. Counselors helped students and their parents interpret the meaning of the CPP results by leading them through the eight steps on the student report. Counselors also helped students and their parents become familiar with the job family charts in the CPP Career Guidebook (ACT, 1984). The score reports and the workbook are correlated so that instructions on the score reports refer students to specific pages in the workbook. Activities in the workbook expand upon the information provided on the

score report and refer students to other occupational information systems, e.g., the Dictionary of Occupational Titles (1982).

Extracurricular activity information was addressed in the third section of the SCPC. Emphasis was placed on the impact that extracurricular involvements can have on career planning whether the involvements are school-, home-, community-, or church-related activities. Super (1969b) found that adults who were "successful" in their careers were more involved in extracurricular activities in high school. Adolescents also have a need to excel or achieve in observable ways (e.g., singing, playing soccer, cooking, or being a good mechanic). Strommen (1984) wrote that when adolescents do well in an activity, it vastly enhances their senses of self-esteem. Therefore, students and parents were given a list of available activities and a list of suggested resources for activities (Appendix E). More importantly, they were involved in a brief activity entitled, Extracurricular Involvements Activity (Appendix F). Each student was asked to list three activities they were interested in joining or investigating and to list three steps they might take to become involved in the activities. This activity information was included in the SCPC booklet they received.

Development of a four-year plan of high school coursework was the fourth section of the conference.

Developing a four-year plan did not "lock" students into the courses they selected at that time, but it did force them to begin to decide on directions to prepare them for graduation from high school. The first three sections of the conference (post-high school options, career test results, and extracurricular activity information) were addressed before the four-year plan was introduced because it was appropriate to have the information in order to make clear, informed decisions regarding which courses and activities the students would pursue in high school. Also, during this part of the conference student and parents were given an opportunity to review the student's past school records (cumulative folder). This added depth and reality to their past accomplishments, habits, and interests.

Super (1983) stated that school curricula should foster "planfulness" by helping students become aware of their level of occupational aspiration and the general amount of education required to achieve that level. He continued that school counselors and teachers should make efforts to broaden students' occupational perspectives and teach them how to use available resources for exploration. Available resources for exploration in the school setting are (primarily) elective courses and extracurricular activities as well as required academic courses.

Herr and Endenlein (1976) found that career maturity does not progress incrementally by grade levels. This

suggests that career maturity is modifiable and that treatment effects (e.g., guidance interventions and curricular differences) can advance the process. An effective and timely individual or small group conference with a school counselor and the parent of an entering high school student therefore has the potential to be an effective career guidance intervention. The SCPC pertained directly to the decisions students were being forced to make developmentally, i.e., the relevance of their current activities and courses to their future goals. In focusing their attention on the importance of choices, grades, and using their time wisely, there was potential for students to become "reality-based" regarding their life goals.

The last section of the SCPC focused on orientation to the school setting. The following formation regarding orientation was given to parents and students: (a) BHS attendance procedures, report cards, and monitoring systems (see Appendix H); (b) grades, testing, and program options (see Appendix I); (c) orientation tips (see Appendix J); (d) the SCPC format and personnel listing (see Appendix K); and (e) a BHS map (see Appendix L). In the school orientation section, the school counselor(s) discussed information about the school that was designed to help students and parents function better in the school setting immediately (e.g., how to get homework when sick, locker information, or lost and found information). Also discussed was information regarding

academic matters (e.g., testing and grading policies), when report cards and progress reports were to be distributed, and college/vocational program options and information.

Students in the control group received no formal treatment in this study. However, they did receive the standard guidance interventions implemented for all eighth-grade students moving to ninth grade. In March, 1988, the middle and high school guidance counselors began the ninth-grade registration process. At the middle school, counselors and teachers made classroom guidance presentations to students. They gave information on course progressions and began teaching students how to develop a four-year plan. Students also received an educational and career planning workbook called Into the Future (1987), a registration form, a list of courses available at the high school level, and a catalog containing a description of courses available. Parents received a career and educational planning booklet in the mail. There was an orientation meeting for students held at Buchholz High School during April in which the students learned about the numerous clubs and activities available to them in the fall. An orientation meeting was held at night for parents and students relative to the academic curricula provided at Buchholz High School. It was announced at the parent orientation meeting and included in the spring school newsletter that the Buchholz guidance staff was available to

answer questions or provide further guidance to the parents or students of incoming ninth graders on an as-needed basis.

Research Personnel

This study involved six research assistants and the researcher for collection of parent permission letters, test coordination and administration, conduction of treatments, and data collection. One of the assistants was involved in administration of tests and conducting conferences, three were involved in conducting the conferences, and two assisted in coordination of dissemination and retrieval of parent permission forms and establishing the CPP testing site. The researcher was involved in all facets of the study.

All of the research assistants and the researcher were certified school counselors, all had at least a Master's degree in counseling, and three had a Specialist in Education degree. All assistants were employed as school counselors with the exception of one who was an occupational specialist (but who was state certified as a school counselor).

All the personnel involved in the SCPC conferences attended a workshop designed to explain, clarify, and augment counselors' abilities to conduct the SCPC conferences. The occupational specialist gave a thorough review of the CPP and the researcher presented the information and format for the SCPC conferences. All counselors were given a copy of the SCPC booklet.

Criterion Instruments

The three posttest instruments used in this study were (a) the Career Maturity Inventory-Attitude Scale, form A-2; (b) the Coopersmith Self-Esteem Inventory; and (c) the Extracurricular Involvements Inventory. Each of these instruments were administered to all students in the study (i.e., E1, E2, and C).

Career Maturity Inventory-Attitude Scale (CMI-AS)

Crites' (1978) Career Maturity Inventory-Attitude Scale A-2 (CMI-AS) was used to measure the level of career maturity of each student. The CMI-AS consists of 50 items to which a person responds true or false to indicate agreement or disagreement with a statement. The scale measures several attitudes related to career (or vocational) maturity, but is designed to yield only one overall score. Because the CMI-AS is relatively short, discriminates between grades, and has acceptable reliability and validity, it is used frequently in the evaluation of career education programs and interventions (Mackin & Hansen, 1981).

Attitudes are known to affect behavior. Kerlinger (1973) wrote that an attitude is an organized and predetermined way of thinking, feeling, perceiving, and behaving toward a person or object. Therefore, it can be assumed that a measurement of attitudes can be a measure of expected behavior. If this is true, a measurement of

vocational maturity (vis-a-vis attitudes) is a measure of an individual's predisposition to behave in certain ways toward vocational tasks.

The CMI-AS, developed by Crites (1978), is based on Super's career development theory. A central proposition of that theory is that vocational behavior matures for most individuals as they progress from late childhood through adolescence to early adulthood. Super (1953, 1955, 1957) introduced the concept of career maturity and viewed it as a point on the continuum of life stages that denoted the developmental level obtained. He hypothesized that the following five dimensions are steps along which an individual proceeds in career maturation: (a) orientation to vocational choice, (b) information and planning, (c) consistency of vocational choice, (d) crystallization of traits, and (e) wisdom of vocational preferences.

The CMI-AS has been widely used in research related to career development and career education (Crites, 1978; Herr, 1977; Mitchell, 1977). In 1978, Crites reported that over 500 studies had been conducted using the CMI-AS. The reported internal consistency coefficients for the CMI-AS were established from over 69,000 respondents. The coefficients range from .73 to .75 (average .74) for students in grades 6 through 12. Crites (1978) noted that the CMI-AS measures a group of related but distinct attitudes, so it would not be expected that its internal consistency would be

as high as other scales which measure more homogeneous variables.

Reliability is further established by the report of high stability coefficients for the CMI-AS. For example, a stability coefficient of .71 was found when 1,648 students from grades 6 through 12 were tested and retested after a one-year interval. Crites (1978) reported that the developmental nature of career maturity would naturally lead to score variance due to the systematic development in career choice attitudes. Therefore, the .71 correlation coefficient might reflect increases in career maturity as well as error variance in the inventory.

Evidence is available to suggest that the CMI-AS has content validity, criterion-related validity, and construct validity. By using a panel of experts, Hall (1962) found support for the content validity of the CMI-AS. He studied the agreement between the CMI-AS scoring key and the opinions of 10 (5 male and 5 female) consulting psychologists on what constituted the more mature response to each item on the scale. He found 74% agreement between the scoring key and the experts' judgments, thus supporting (acceptable) content validity.

The CMI-AS has been shown to correlate significantly with several criterion variables. Graves (1974) investigated certainty and commitment to career choice in a sample of 300 college sophomores and juniors. He found that students who

were more certain about their career choices, who expressed more commitment relative to obtaining their college degree, and who changed their college majors less frequently were significantly more career mature as measured by the CMI-AS. Carek (1965), from a study of college students, also indicated that certainty about career choice correlated significantly with scores on the CMI-AS. Finally, Hollender (1964), in a study of 1,648 students in grades 6 through 12, found that students making more realistic career choices generally scored higher on the CMI-AS. These and other studies thus establish criterion-related validity for the CMI-AS.

Construct validity for the CMI-AS has been established by its correlation with other psychological variables. If the CMI-AS has construct validity, vocational maturity, an important aspect of vocational behavior, should be related to other intellectual and psychological variables. Research by Asbury (1968) resulted in significant positive correlations between the CMI-AS and measures of intelligence. Other research has yielded significant correlations between the CMI-AS and measures of academic aptitude (Tamminen & Miller, 1968) and other psychological variables (Bartlett, 1968). Studies such as these have provided support for the construct validity of the instrument.

Coopersmith Self-Esteem Inventory (CSEI)

The Coopersmith Self-Esteem Inventory (CSEI) (Coopersmith, 1967, 1981) was developed to measure (in any individual) evaluative attitudes toward the self. The School Form, which was used in this study, is comprised of 58 items and is designed for use by students ages 8 through 15. The items are short statements such as "I'm a lot of fun to be with," and are answered "like me" or unlike me." Fifty of the items are self-esteem items and 8 comprise the Lie Scale. The School Form yields a total score and a score for each of the four subscales: (a) General Self, (b) Social Self-Peers, (c) Home-Parents, and (d) School-Academic. Only the CSEI total score was used in the data analyses for this study.

The CSEI has normative data for eight sample groups ranging in number from 129 to 7,593 (Chiu, 1988). Numerous studies cited in the CSEI manual present impressive reliability data for the CSEI. For example, one study with 30 fifth-grade children yielded a test-retest reliability coefficient of .88 over a five-week period. A test-retest coefficient of .70 after a three-year period was found for a sample of 56 similar children (Coopersmith, 1967, 1981). In Kokenes' (1978) study of 7,600 school children, she found support for the construct validity of the subscales in the CSEI. Fullerton (cited in Chiu, 1988) reported an average, significant correlation coefficient of .44 between the CSEI and other ratings of self-esteem. Coopersmith (1981)

established the CSEI's content validity by having five psychologists sort the items into high or low self-esteem groups.

Extracurricular Involvements Inventory (EII)

The Extracurricular Involvements Inventory (EII) (see Appendix A) was designed for this research. The inventory (simply) requires students to list all the extracurricular activities in which they are involved. The following general categories of activities are listed on the inventory in an effort to gather complete, comprehensive data: (a) sports, (b) clubs, (c) private lessons, (d) church, (e) community, (f) school, (g) part-time work, and (h) other activities. However, the respondents are not limited by the categories listed; the last space is for students to add additional involvements not previously listed on the inventory. The total number of activities listed was used for the data analyses for this study.

Parent Survey (PS)

The Parent Survey (PS) (see Appendix N) was designed for this research. The PS assessed parents in each group in three areas: (a) the Parental Interaction (PI) scale was designed to assess the parents' level of satisfaction as it pertained to their personal interaction with the school; (b) the School Adjustment and Progress (SAP) scale assessed their

level of satisfaction as it pertained to their students' school adjustment and progress in the fall semester of ninth grade; and (c) the Parent Contact (PC) section represented the number of contacts parents had made with teachers, counselors, and administrators in the fall semester.

The survey required parents to respond to items on a Likert-type scale by placing a check in one of five spaces to indicate the extent of agreement or disagreement (i.e., strongly disagree to strongly agree). Responses to the items were weighted from 1 (strongly disagree) to 5 (strongly agree). For the PI scale a summary score of items 2, 3, 4, 5, 9, 11, 12, 14, 15, 16, and 17 was computed. Similarly, for the SAP scale a summary score for items 1, 6, 7, 8, 10, and 13 was computed. A chi-square was run on items 18, 19, and 20 to determine if there were any significant differences among the three groups of parents.

Data Collection and Analyses

During the third week of the 1988-1989 spring semester, the 120 students who comprised the two experimental groups and the control group were tested. The tests administered were the CMI-AS, CSEI, and EII. The tests were administered in the auditorium at Buchholz High School. As planned, the students were able to complete all of the measurements during a 50-minute class period.

The responses for the CMI-AS were recorded by students on the standardized answer sheet that accompanies the test. Responses to the CSEI and the EII were recorded directly on the forms. Responses for all three instruments were handscored and computed by the researcher. Raw scores for all instruments were used for analyses. The GPAs for the 120 identified students were collected at the end of the eighth-grade year and after the fall 1988 fall semester in the ninth grade. Attendance data were collected at the end of the 1988 fall semester. Thus, the following data were gathered for each student: (a) career maturity score; (b) self-concept score; (c) total number of activities in which a student is involved; (d) pre- and post-GPAs; and (e) total number of days present in the fall semester.

Random assignment of subjects to groups should have resulted in approximately equal distribution of extraneous/ error variance across groups. However, additional limitation of influences of error variance can be achieved through use of analysis of covariance. Therefore, analyses of covariance were computed to allow for evaluation of hypotheses one through five. The students' GPA for the spring 1988 semester (i.e., the last semester of their eighth-grade year) was used as the covariate for each of these five analyses. A 3 x 2 x 2 (group x gender x ethnicity) analysis of covariance was computed for each hypothesis. For hypothesis one the dependent variable was the students' CMI-AS scores. The

dependent variable for the second hypothesis was the students' CSEI total scores. For the third hypothesis, the dependent variable was the students' 1988 fall semester GPAs. For the fourth hypothesis, the dependent variable was the students' school attendance for the 1988 fall semester (i.e., total days of 90 attended). The numbers of extracurricular activities in which the students reported being involved was the dependent variable for the fifth hypothesis.

The sixth and seventh hypotheses were evaluated through computation of pairwise tests of significance of difference (using Fisher's z transformation) between correlation coefficients. For hypothesis six, the correlations between the students' CMI-AS and 1988 fall GPAs was tested in the following pairs: E1 and E2, E1 and control group, E2 and control group. The same pairs were used for hypothesis seven, but the correlations tested were between the students' CSEI scores and their 1988 fall semester GPAs.

The eighth hypothesis was analyzed using descriptive statistics. After the student data had been collected, the Parent Survey was mailed to parents. Parents from E1, E2, and C were asked to complete the survey and return it in the stamped and addressed envelope provided. Two one-way analyses of variance were computed for the PI and SAP scales. To investigate PC, a chi-square was run for items 18, 19, and 20.

In addition to the analyses for the first eight hypotheses, an evaluation of the parents' and students' perceptions of the SCPC was done. Instruments used were the SCPC Parent Evaluation (see Appendix O) and SCPC Student Evaluation (see Appendix P). A Student Survey (see Appendix Q) was given to all three groups (E1, E2, and C) of students to gather data on their perceptions regarding BHS, grades, future plans, interactions with school personnel, etc. Means and standard deviations were computed for the data from these instruments.

Limitations

There were three methodological limitations which may have affected the outcomes of this study: (a) sample size, (b) brevity of treatment, and (c) uniqueness of counselor style. Given that it is difficult to maintain consistency of treatment in individual and small group sessions, a larger sample size may have made the study stronger. However, the number of participants was as high as possible, in relation to realistic school counselor functioning and the treatment was standardized to the greatest extent possible.

Another limitation is the relative brevity of a two-step treatment: a career assessment and one follow-up consultation. It has been established that students need more help with career planning and that counselors have large caseloads and are overburdened. However, it is reasonable to

assume that there is little relief in sight for lowering counselor caseloads. Therefore, the treatment used was in concert with current "realities" of the school counseling profession.

The last limitation pertains to uniqueness of school counselor styles of interaction. Because five different counselors lead the various school and career planning conferences, there was less than perfect consistency in their interactions with students and parents. At Buchholz High School each counselor is assigned a section of the alphabet (which is designated by the student's last name) for his/her caseload (i.e., counselor 1 = A-D, counselor 2 = E-L, counselor 3 = M-R, and counselor 4 = S-Z). Counselors were asked to hold the SCPC conferences with those students assigned to them. The small group conferences were co-lead by a fifth counselor at Buchholz High School and the researcher. Each of the conferences were influenced by the uniqueness of the counselor's style even though the basic information in the conferences was held as constant and consistent as possible. Because this system of assigning counselors is typical of how students would normally receive services in schools, there is no reasonable alternative to control for counselor variance except by controlling the format of the conferences.

CHAPTER IV

RESULTS

The purpose of this study was to determine the effects of career guidance that combined career assessment with individual or small group career planning conferences on ninth-grade students. Dependent variables investigated were career maturity, self-concept, grade-point averages, attendance, and extracurricular involvement. The independent variables were group, gender, and ethnicity. More specifically, in this study an investigation was made of differences in ninth-grade students' career maturity, self-concept, grade-point averages, school attendance, and extracurricular involvements as a result of participation in one of two career guidance and counseling activities. Students' GPA data prior to participation also were collected.

Data were collected from 110 randomly selected ninth-grade students. There were two treatment groups and one control group. Students in the two treatment groups completed the American College Testing Program's Career Planning Program (CPP). Students from both treatment groups also participated with at least one of their parents or a

guardian in a School and Career Planning Conference (SCPC). Students in the first experimental group (E1) and at least one of their parents or guardians attended an individual SCPC with a counselor and the second experimental group of students (E2) and at least one of their parents or guardians attended the SCPC in small groups. The students in the control group (C) did not complete the CPP or attend an SCPC. Distributions of student respondents appear in Table 4-1. Shown in Table 4-2 are the means and standard deviations for dependent variables for the two experimental and one control groups by gender and ethnicity.

For each of hypotheses one through five an analysis of covariance (ANCOVA) was computed using the students' second semester, eighth-grade grade-point averages (i.e., pre-GPAs) as the covariate. Measurement of the dependent variables for hypotheses one through five was as follows: (a) career maturity was measured using the Career Maturity Inventory-Attitude Scale (CMI-AS) (Crites, 1978); (b) self-concept was measured using the Coopersmith Self-Esteem Inventory (CSEI) (Coopersmith, 1967); (c) CPAs for the fall semester of the ninth-grade year were gathered for each student from school records; (d) attendance data for each student for the fall semester were gathered from school records; and (e) the number of extracurricular involvements were gathered using the Extracurricular Involvements Inventory (EII). Means and

Table 4-1

Frequencies of Respondents in the Two Experimental and One Control Groups by Gender and Ethnicity

	E1				E2				C			
N	39				37				34			
	Male		Female		Male		Female		Male		Female	
N	17		22		16		21		17		17	
*	W	E	W	E	W	E	W	E	W	E	W	E
N	12	5	16	6	12	4	15	6	11	6	13	2

*W = white, E = ethnic minority

Table 4-2

Means and Standard Deviations for Dependent Variables in the Two Experimental and One Control Groups by Gender and Ethnicity

	E1				E2				C			
	Male		Female		Male		Female		Male		Female	
*	W	E	W	E	W	E	W	E	W	E	W	E
CMI:												
Mn	32.42	29.00	32.56	34.17	32.00	31.00	30.87	32.17	31.73	25.17	31.00	29.25
SD	3.34	6.16	4.10	2.23	6.69	8.98	3.68	3.43	6.17	3.25	5.93	5.25
CSEI:												
Mn	70.50	66.40	55.13	78.00	75.83	61.00	60.67	61.67	73.09	57.67	73.69	73.00
SD	13.96	17.91	19.10	8.39	17.73	12.91	13.93	16.90	16.28	14.50	18.03	9.87
Pre-GPA:												
Mn	2.51	1.94	3.05	2.88	2.76	2.32	2.99	2.57	3.03	1.60	3.14	2.32
SD	.75	1.19	.73	1.18	.51	.81	.83	.62	.54	.57	.63	1.39
Post-GPA:												
Mn	2.49	1.61	2.63	2.64	2.43	1.61	2.93	2.17	2.71	1.25	2.84	2.30
SD	.69	1.03	.75	.93	.80	.53	.87	.80	.79	.51	.63	.71
Attendance:												
Mn	86.25	82.00	84.19	87.50	87.00	83.50	85.87	86.67	88.18	85.67	87.15	86.75
SD	3.25	7.25	3.47	2.43	2.04	6.24	3.50	4.08	1.94	4.08	2.27	2.99
EII:												
Mn	6.33	4.60	5.25	4.33	4.25	6.25	5.87	4.33	6.00	3.50	5.92	5.50
SD	3.08	2.88	2.24	2.80	1.91	5.56	2.29	1.63	2.41	1.05	2.10	1.73

*W = white, E = ethnic minority

standard deviations for the dependent variables by group appear in Table 4-3.

The sixth and seventh hypotheses were evaluated through computation of pairwise tests of significance of difference between correlation coefficients. For hypothesis six, differences in the correlations between the students' CMI-AS scores and pre-GPAs were tested among group pairs E1 and E2, E1 and C, and E2 and C. The same group pairs were tested for hypothesis seven, but correlations were between the students' CSEI scores and their pre-GPAs.

In regard to the eighth hypothesis, parents (or legal guardians) from all three groups responded to the Parent Survey (PS). The PS assessed parents in each group in three areas: (a) the Parental Interaction (PI) scale was designed to assess the parents' level of satisfaction as it pertained to their personal interaction with the school; (b) the School Adjustment and Progress (SAP) scale assessed their level of satisfaction as it pertained to their students' school adjustment and progress in the fall semester of ninth grade; and (c) the Parent Contact (PC) section represented the number of contacts parents had made with teachers, counselors, and administrators in the fall semester. Two one-way analyses of variance were computed for the PI and SAP scales. The PC score was the number of Parental Contacts (PC) made with school officials during the fall semester.

Table 4-3

Dependent Variables, Means, and Standard Deviations by Group, Gender, and Ethnicity

Variable	N	Mean	SD	Minimum	Maximum
Total Group:					
CMI-AS	110	31.31	5.11	17.00	42.00
Male	50	30.84	5.90	18.00	42.00
Female	60	31.70	4.36	17.00	41.00
White	79	31.76	4.93	17.00	42.00
Ethnic Minority	31	30.16	5.47	19.00	40.00
CSEI	110	66.93	17.11	14.00	98.00
Male	50	69.64	16.23	42.00	96.00
Female	60	64.67	17.62	14.00	98.00
White	79	67.22	18.00	14.00	98.00
Ethnic Minority	31	66.19	14.83	42.00	86.00
Pre-GPA	110	2.74	.84	.43	4.00
Male	50	2.50	.80	.57	3.86
Female	60	2.94	.83	.43	4.00
White	79	2.93	.70	1.00	4.00
Ethnic Minority	31	2.28	1.00	.43	3.86
Post-GPA	110	2.47	.86	.50	4.00
Male	50	2.22	.88	.50	3.83
Female	60	2.69	.78	1.00	4.00
White	79	2.68	.76	.67	4.00
Ethnic Minority	31	1.94	.87	.50	3.50
Attendance	110	86.06	3.61	73.00	90.00
Male	50	86.14	3.99	73.00	90.00
Female	60	86.00	3.30	75.00	90.00
White	79	86.29	3.08	75.00	90.00
Ethnic Minority	79	85.48	4.71	73.00	90.00
EII	110	5.32	2.49	1.00	14.00
Male	50	5.24	2.83	1.00	4.00
Female	60	5.38	2.19	1.00	4.00
White	79	5.59	2.37	1.00	12.00
Ethnic Minority	31	4.61	2.68	1.00	14.00

Table 4-3 (continued)

Variable	N	Mean	SD	Minimum	Maximum
Group E1:					
CMI-AS	39	32.31	4.07	22.00	41.00
Male	17	31.41	4.44	22.00	37.00
Female	22	33.00	3.70	23.00	41.00
White	28	32.50	3.73	23.00	41.00
Ethnic Minority	11	31.82	5.00	22.00	36.00
CSEI	39	64.82	17.92	14.00	96.00
Male	17	69.29	14.76	42.00	96.00
Female	22	61.36	19.65	14.00	86.00
White	28	61.71	18.50	14.00	96.00
Ethnic Minority	11	72.73	14.15	44.00	86.00
Pre-GPA	39	2.72	.92	.57	4.00
Male	17	2.34	.90	.57	3.86
Female	22	3.01	.85	.57	4.00
White	28	2.82	.77	1.00	4.00
Ethnic Minority	11	2.45	1.23	.57	3.86
Post-GPA	39	2.46	.84	.67	3.86
Male	17	2.23	.87	.67	3.33
Female	22	2.63	.78	1.00	3.86
White	28	2.57	.72	1.17	3.86
Ethnic Minority	11	2.17	1.07	.67	3.50
Attendance	39	85.05	4.13	73.00	90.00
Male	17	85.00	4.94	73.00	90.00
Female	22	85.09	3.50	85.00	90.00
White	28	85.07	3.47	75.00	90.00
Ethnic Minority	11	85.00	5.67	73.00	90.00
EII	39	5.36	2.68	1.00	12.00
Male	17	5.82	3.05	2.00	12.00
Female	22	5.00	2.37	1.00	10.00
White	28	5.71	2.64	2.00	12.00
Ethnic Minority	11	4.45	2.70	1.00	9.00
Group E2:					
CMI-AS	37	31.46	5.26	18.00	40.00
Male	16	31.75	7.01	18.00	40.00
Female	21	31.24	3.58	25.00	39.00
White	27	31.37	5.15	18.00	40.00
Ethnic Minority	10	31.70	5.81	19.00	40.00

Table 4-3 (continued)

Variable	N	Mean	SD	Minimum	Maximum
Group E2 (continued):					
CSEI	37	65.78	16.59	34.00	96.00
Male	16	72.13	17.55	42.00	96.00
Female	21	60.95	14.40	34.00	84.00
White	27	67.41	17.22	34.00	96.00
Ethnic Minority	10	61.40	14.64	42.00	82.00
Pre-GPA	37	2.78	.71	1.14	4.00
Male	16	2.65	.60	1.43	3.57
Female	21	2.87	.79	1.14	4.00
White	27	2.89	.70	1.14	4.00
Ethnic Minority	10	2.47	.67	1.43	3.67
Post-GPA	37	2.50	.88	.67	4.00
Male	16	2.23	.81	.67	3.50
Female	21	2.72	.90	1.00	4.00
White	27	2.71	.86	.67	4.00
Ethnic Minority	10	1.95	.73	1.17	3.33
Attendance	37	86.11	3.57	75.00	90.00
Male	16	86.13	3.65	75.00	90.00
Female	21	86.10	3.59	76.00	90.00
White	27	86.37	2.95	76.00	90.00
Ethnic Minority	10	85.40	4.99	75.00	90.00
EII	37	5.14	2.63	1.00	14.00
Male	16	4.75	3.11	1.00	14.00
Female	21	5.43	2.20	2.00	10.00
White	27	5.15	2.25	1.00	10.00
Ethnic Minority	10	5.10	3.57	1.00	14.00
Control Group:					
CMI-AS	34	30.00	5.84	17.00	42.00
Male	17	29.41	6.12	21.00	42.00
Female	17	30.59	5.67	17.00	41.00
White	24	31.33	5.92	17.00	42.00
Ethnic Minority	10	26.80	4.42	21.00	34.00
CSEI	34	70.59	16.62	32.00	98.00
Male	17	67.65	17.00	42.00	94.00
Female	17	73.53	16.19	32.00	98.00
White	24	73.42	16.88	32.00	98.00
Ethnic Minority	10	63.80	14.56	42.00	84.00

Table 4-3 (continued)

Variable	N	Mean	SD	Minimum	Maximum
Control Group (continued):					
Pre-GPA	34	2.74	.90	.43	4.00
Male	17	2.52	.88	.86	3.86
Female	17	2.95	.88	.43	4.00
White	24	3.09	.58	1.71	4.00
Ethnic Minority	10	1.89	.98	.43	3.43
Post-GPA	34	2.45	.87	.50	3.86
Male	17	2.19	.99	.50	3.83
Female	17	2.72	.67	1.33	3.86
White	24	2.78	.70	1.33	3.86
Ethnic Minority	10	1.67	.77	.50	3.00
Attendance	34	87.18	2.67	78.00	90.00
Male	17	87.29	3.02	78.00	90.00
Female	17	87.06	2.36	82.00	90.00
White	24	87.63	2.14	82.00	90.00
Ethnic Minority	10	86.10	3.54	78.00	90.00
EII	34	5.47	2.16	2.00	12.00
Male	17	5.12	2.34	2.00	12.00
Female	17	5.82	1.98	3.00	10.00
White	24	5.96	2.20	3.00	12.00
Ethnic Minority	10	4.30	1.64	2.00	8.00

Career Maturity

The first hypothesis evaluated in this study was

Ho 1. There is no difference in ninth-grade students' career maturity, using the eighth-grade GPA as a covariate, as a result of participation in any of the career planning activities.

1a. There is no gender-based difference in career maturity as a result of participation in career planning activities.

1b. There is no ethnicity-based difference in career maturity as a result of participation in career planning activities.

1c. There is no interaction effect for career maturity on the basis of group, gender, and ethnicity.

In order to evaluate this hypothesis a 3 x 2 x 2 (group x gender x ethnicity) ANCOVA was computed for CMI-AS scores using the pre-GPAs as the covariate. The results of the analysis are shown in Table 4-4. It can be seen that no significant differences were found for group, gender, and ethnicity, nor were there significant interaction effects. Therefore, this null hypothesis was not rejected. The significant F-value for the covariate (i.e., pre-GPA) was expected and indicates collinearity between pre-GPA and CMI-AS scores across subgroups.

Table 4-4

Analysis of Covariance for the Career Maturity Inventory-Attitude Scale by Group, Gender, and Ethnicity

Source	DF	SS	MS	F	PR>F
Model	12	588.27	49.02	2.10	.02
Error	97	2259.23	23.29		
Corrected Total	109	2847.49			
Pre-GPA	1	212.80		9.14	.00*
Group	2	52.80		1.13	.32
Gender	1	36.15		1.55	.21
Ethnicity	1	40.75		1.75	.18
Group x Gender	2	9.64		.21	.81
Group x Ethnicity	2	22.24		.48	.62
Gender x Ethnicity	1	61.42		2.64	.11
GroupxGenderxEthnicity	2	3.86		.08	.92

*p < .05

Self-Concept

The second hypothesis evaluated in this study was

Ho 2. There is no difference in ninth-grade students' self-concept, using eighth-grade GPA as a covariate, as a result of participation in any of the career planning activities.

2a. There is no gender-based difference in their self-concept as a result of participation in career planning activities.

2b. There is no ethnicity-based difference in their self-concept as a result of participation in career planning activities.

2c. There is no interaction effect for self-concept on the basis of group, gender, and ethnicity.

In order to evaluate this hypothesis a 3 x 2 x 2 (group x gender x ethnicity) ANCOVA was computed for CSEI scores using the pre-GPAs as the covariate. The results of this analysis are shown in Table 4-5. It can be seen that no significant differences were found for group, gender, or ethnicity. Therefore, the second null hypothesis was not rejected. However, there was a significant interaction effect for gender and ethnicity. The significant F-value for the covariate (i.e., pre-GPA) was expected and indicates collinearity between pre-GPA and CSEI scores across subgroups.

Table 4-5

Analysis of Covariance for the Coopersmith Self-Esteem Inventory by Group, Gender, and Ethnicity

Source	DF	SS	MS	F	PR>F
Model	12	8696.64	724.72	3.03	.00*
Error	97	23196.77	239.14		
Corrected Total	109	31893.42			
Pre-GPA	1	2056.52		8.60	.00*
Group	2	168.46		.35	.70
Gender	1	208.41		.87	.35
Ethnicity	1	403.25		1.69	.19
Group x Gender	2	198.64		.35	.70
Group x Ethnicity	2	216.03		.45	.64
Gender x Ethnicity	1	1572.27		6.57	.01*
GroupxGenderxEthnicity	2	174.50		.36	.70

*p < .05

Grade-Point Average

The third hypothesis evaluated in this study was

Ho 3. There is no difference in ninth-grade students' GPA, using eighth-grade GPA as a covariate, as a result of participation in any of the career planning activities.

3a. There is no gender-based difference in their GPA as a result of participation in career planning activities.

3b. There is no ethnicity-based difference in their GPA as a result of participation in career planning activities.

3c. There is no interaction effect for GPA on the basis of group, gender, and ethnicity.

In order to evaluate this hypothesis a 3 x 2 x 2 (group x gender x ethnicity) ANCOVA was computed for the post-GPAs using pre-GPAs as the covariate. The results of the analysis are shown in Table 4-6. It can be seen that significant differences were found for gender and ethnicity. As shown in Table 4-3, females had higher GPAs than males and whites had higher GPAs than ethnic minorities. There were no significant differences found by group or for the interaction effects. Therefore, the third hypothesis was not rejected. The significant F-value for the covariate (i.e., pre-GPA) was expected and indicates collinearity between pre-GPA and GPA scores across subgroups.

Table 4-6

Analysis of Covariance for Grade-Point Average by Group, Gender, and Ethnicity

Source	DF	SS	MS	F	PR>F
Model	12	50.91	4.24	14.13	.00*
Error	97	29.11	.30		
Corrected Total	109	80.02			
Pre-GPA	1	28.46		94.81	.00*
Group	2	.15		.25	.78
Gender	1	1.32		4.41	.03*
Ethnicity	1	2.12		7.06	.01*
Group x Gender	2	.04		.07	.93
Group x Ethnicity	2	.01		.01	.99
Gender x Ethnicity	1	.75		2.49	.12
GroupxGenderxEthnicity	2	.32		.53	.59

*p < .05

School Attendance

The fourth hypothesis evaluated in this study was

Ho 4. There is no difference in ninth-grade students' school attendance, using eighth-grade GPA as a covariate, as a result of participation in any of the career planning activities.

4a. There is no gender-based difference in their school attendance as a result of participation in career planning activities.

4b. There is no ethnicity-based difference in their school attendance as a result of participation in career planning activities.

4c. There is no interaction effect for school attendance on the basis of group, gender, and ethnicity.

In order to evaluate this hypothesis a 3 x 2 x 2 (group x gender x ethnicity) ANCOVA was computed for days present in the fall semester using pre-GPAs as the covariate. The results of this analysis are shown in Table 4-7. There were no significant differences by group. However, there were significant differences found for gender and ethnicity and for the interaction effect between group and ethnicity. As shown in Table 4-3, males attended school more than females and whites had higher attendance than ethnic minorities. For the significant gender by ethnicity interaction, white males and ethnic minority females tended to have greater attendance

Table 4-7

Analysis of Covariance for School Attendance by Group, Gender, and Ethnicity

Source	DF	SS	MS	F	PR>F
Model	12	343.36	28.61	2.75	.00*
Error	97	1079.19	11.12		
Corrected Total	109	1422.55			
Pre-GPA	1	84.47		7.59	.00*
Group	2	45.05		2.20	.11
Gender	1	43.88		3.94	.04*
Ethnicity	1	54.92		4.94	.02*
Group x Gender	2	22.43		1.01	.37
Group x Ethnicity	2	15.27		.69	.51
Gender x Ethnicity	1	96.41		8.67	.00*
GroupxGenderxEthnicity	2	29.71		1.34	.28

*p < .05

whereas white females and ethnic minority males tended to have lesser attendance (see Table 4-2). Therefore, the fourth null hypothesis was not rejected. The significant F-value for the covariate (i.e., pre-GPA) was expected and indicates collinearity between pre-GPA and school attendance across subgroups.

Extracurricular Involvements

The fifth hypothesis evaluated in the study was

Ho 5. There is no difference in ninth-grade students' extracurricular involvements, using eight-grade GPA as a covariate, as a result of participation in any of the career planning activities.

5a. There is no gender-based difference in extracurricular involvements as a result of participation in career planning activities.

5b. There is no ethnicity-based difference in extracurricular involvements as a result of participation in career planning activities.

5c. There is no interaction effect for extracurricular involvement on the basis of group, gender, and ethnicity.

In order to evaluate this hypothesis a 3 x 2 x 2 (group x gender x ethnicity) ANCOVA was computed for EII scores using pre-GPAs as the covariate. The results of this analysis are shown in Table 4-8. It can be seen that no

Table 4-8

Analysis of Covariance for Extracurricular Involvements Inventory by Group, Gender, and Ethnicity

Source	DF	SS	MS	F	PR>F
Model	12	90.95	7.58	1.26	.26
Error	97	584.91	6.03		
Corrected Total	109	675.86			
Pre-GPA	1	12.78		2.12	.15
Group	2	13.65		1.13	.33
Gender	1	.92		.15	.70
Ethnicity	1	1.21		.20	.65
Group x Gender	2	16.79		1.39	.25
Group x Ethnicity	2	31.66		2.63	.07
Gender x Ethnicity	2	16.79		1.39	.25
GroupxGenderxEthnicity	2	27.59		2.29	.11

*p < .05

significant differences were found by group, gender, or ethnicity, nor were there interaction effects. Therefore, the fifth null hypothesis was not rejected. It was expected that a significant difference in the covariate would occur based on the collinearity assumption discussed previously. However, there was not a significant F-value for the covariate. Therefore, the assumption of collinearity of the relationships between extracurricular involvements and pre-GPAs across groups was not upheld for this analysis.

Career Maturity and GPA

The sixth hypothesis evaluated in this study was

Ho 6. There are no differences in the relationships between career maturity and fall semester ninth-grade GPAs among the two experimental and one control groups.

In order to evaluate this hypothesis Pearson product-moment correlation coefficients were computed for each subgroup for CMI-AS scores and post-GPAs (see Table 4-9). Then, differences between pairs (i.e., by group) of these coefficients were analyzed for significance using Fisher's *z* transformation. In order to adjust the significance level for the number of comparisons, the alpha level of .05 was divided by the number of comparisons (3) to yield a significance level of .016. The results of these analyses can be seen in Table 4-10. No significant differences were

Table 4-9

Career Maturity and Post-GPA Correlation Coefficients

Group	CMI x Post-GPA
E1	.15
E2	.37
C	.62

Table 4-10

Pairwise Comparisons of CMI-AS and Post-GPA Correlations by Group

Groups	*z* Difference	Probability = *z*
E1 x E2	.99	.16
E2 x C	.95	.17
E1 x C	1.92	.03

found. Therefore, the sixth null hypothesis was not rejected.

Self-Concept and GPA

The seventh hypothesis evaluated in this study was

Ho 7. There are no differences in the relationships between self-concept and fall semester ninth-grade GPAs among the two experimental and one control groups.

In order to evaluate this hypothesis, Pearson product-moment correlation coefficients were computed for each subgroup for CSEI scores and post-GPAs (see Table 4-11). Then, pairwise tests of significance of difference (using Fisher's z transformation) between correlation coefficients were computed. In order to adjust the significance level for the number of comparisons, the alpha level of .05 was divided by the number of comparisons (3) to yield a significance level of .016. The results of these analyses can be seen in Table 4-12. A significant difference was found only between group pair E1 and C. Therefore, the seventh null hypothesis was not rejected.

Parent Involvement

The eighth hypothesis evaluated in this study was

Ho 8. There are no differences in parents' level of satisfaction with interaction with the school, their attitude toward students' school adjustment and

Table 4-11

Self-Concept and Post-GPA Correlation Coefficients by Group

Group	CMI x Post-GPA
E1	-.07
E2	.09
C	.55

Table 4-12

Pairwise Comparisons of the CSEI and Post-GPA by Group

Groups	z Difference	Probability = z
E1 x E2	.67	.25
E2 x C	1.82	.03
E1 x C	2.52	.00*

*p < .016

progress, or their amount of contact with the school among the two experimental and one control groups.

In order to evaluate this hypothesis an analysis of variance was computed for the Parental Interaction (PI) scale and for the Student Adjustment and Progress (SAP) scale of the Parent Survey. The data in Table 4-13 illustrate the response rates of parents from each group. Means and standard deviations pertinent to this hypothesis are shown in Table 4-14. The results of these ANOVAs are shown in Table 4-15. To investigate frequencies of Parental Contact (PC) with the school during the fall semester among the three groups, chi-squares were computed for items 18, 19, and 20, respectively, of the Parent Survey. The results of these analyses are shown in Table 4-16. The data in Table 4-17 illustrate the percentages of responses to the parent contact items. It can be seen that there were no significant associations between group membership and frequencies of contact with school personnel for any of the items.

Student and Parent SCPC Evaluations

In addition to the analyses of the above eight hypotheses, evaluations of the parents' and students' perceptions of the SCPCs were conducted. Instruments used were the SCPC Parent Evaluation, given to parents in the two treatment groups and the SCPC Student Evaluation, given to students in the two treatment groups.

Table 4-13

Parent Survey Response Rate

	E1	E2	C
Number of Parents	39	37	34
Number of Responses	23	22	21
Percent of Responses	59%	59%	61%

Table 4-14

Means and Standard Deviations for the Parent Survey

Variable	N	Mean	SD	Minimum	Maximum
All Groups:					
PI	53	43.04	7.14	22	55
SAP	64	22.59	4.15	10	30
E1:					
PI	16	44.06	6.84	33	55
SAP	22	22.09	4.05	14	30
E2:					
PI	20	42.40	7.07	22	55
SAP	22	22.59	4.90	10	30
C:					
PI	17	42.84	7.80	29	55
SAP	20	23.15	3.44	16	30

Table 4-15

Analyses of Variance for Personal Interaction Scale and Student Adjustment and Progress Scale by Group

Source	DF	SS	MS	F	PR>F
PI	2	22.77		.22	.80
Model	2	22.77	11.38	.22	.80
Error	51	2630.21	51.57		
Corrected Total	53	2652.98			
SAP	2	8.56		.24	.78
Model	2	8.56	4.28	.24	.78
Error	62	1086.30	17.52		
Corrected Total	64	1094.86			

Table 4-16

Chi-Square Analyses of Responses for Parent Contact Items on the Parent Survey by Group

Source	DF	Value	Probability
Item 18	2	2.83	.24
Item 19	2	4.12	.12
Item 20	2	.07	.96

Table 4-17

Percentages of Responses to Parent Contact by Item

		E1	E2	C
18.	Teacher = Yes	65%	41%	62%
	Teacher = No	35%	59%	62%
19.	Counselor = Yes	70%	59%	38%
	Counselor = No	30%	41%	62%
20.	Administrator = Yes	30%	32%	29%
	Administrator = No	70%	68%	71%

Response data for the SCPC Parent Evaluation are shown in Table 4-18. Indicated from the SCPC Parent Evaluation was that parents from both groups felt that (a) the conferences were helpful, (b) they learned necessary and valuable information, and (c) attendance at the conference made them feel more comfortable about contacting school personnel. However, they did not feel that their attendance or their students' attendance in the conferences helped their students achieve better grades.

Response data for the SCPC Student Evaluation are shown in Table 4-19. Indicated in the data from the SCPC Student Evaluations was that students from both groups felt that (a) the conferences were helpful, (b) they learned necessary and valuable information, (c) attendance made them feel more comfortable about contacting counselors, and (d) they adjusted better to the high school setting as a result of the SCPC. However, students also did not feel their attendance or their parents' attendance in the conferences influenced them to achieve better grades.

Table 4-18

Means and Standard Deviations for SCPC Parent Evaluation

Questions	N	Mn	SD
E1 and E2 Parents Combined:			
1	42	4.26	.89
2	41	2.59	1.14
3	42	2.57	.99
4	41	3.27	1.20
5	42	3.40	1.15
6	41	3.37	1.11
7	42	4.05	.91
8	42	3.93	.84
E1 Parents:			
1	20	4.25	.91
2	20	2.75	1.07
3	20	2.70	.92
4	19	3.32	1.16
5	20	3.30	1.08
6	20	3.25	1.07
7	20	3.95	.89
8	20	3.95	.83
E2 Parents:			
1	22	4.27	.88
2	21	2.43	1.21
3	22	2.45	1.06
4	22	3.23	1.27
5	22	3.50	1.22
6	21	3.48	1.17
7	22	4.14	.94
8	22	3.91	.87

Table 4-19

Means and Standard Deviations for the Student Survey by Group

Questions	N	Mn	SD
Total Group:			
1	107	3.91	.95
2	106	4.10	.95
3	107	3.84	1.17
4	108	4.82	.45
5	108	4.69	.65
6	108	3.80	1.09
7	108	3.56	1.24
8	108	3.29	1.26
9	105	4.10	.73
10	106	4.18	1.01
E1 Students:			
1	38	3.82	1.04
2	38	4.18	.98
3	39	3.74	1.31
4	39	4.79	.47
5	39	4.64	.67
6	39	3.87	1.22
7	39	3.49	1.39
8	39	3.05	1.32
9	38	4.11	.73
10	37	4.19	1.22
E2 Students:			
1	36	3.92	1.00
2	36	4.19	.82
3	35	4.03	.98
4	36	4.78	.54
5	36	4.67	.63
6	36	3.75	1.11
7	36	3.50	1.23
8	36	3.36	1.29
9	36	4.11	.62
10	36	4.33	.79
Control Group:			
1	33	4.00	.79
2	32	3.91	1.03
3	33	3.76	1.17
4	33	4.91	.29
5	33	4.76	.66

Table 4-19 (continued)

Questions	N	Mn	SD
6	33	3.76	.94
7	33	3.73	1.07
8	33	3.48	1.15
9	31	4.06	.85
10	33	4.00	.97

CHAPTER V

DISCUSSION

The purpose of this study was to determine the effects of career guidance that combined career assessment with individual or small group career planning conferences on ninth-grade students. An investigation was made of differences in ninth-grade students' career maturity, self-concept, grade-point averages, school attendance, and extracurricular involvements as a result of participation in one of two career guidance and counseling activities.

Generalizability Limitations

The sample of students used in this study was considered representative of other eighth- and ninth-grade students. Representation was generally achieved through random selection of students based on stratification from established proportions. Representation beyond the local situation may, however, be somewhat limited because Gainesville's population is composed of largely university- and government-employed people. That is, the local area does not have an economic base as broad as some areas of the

country. Therefore, the representativeness of the sample is most appropriate to similar communities.

Another generalizability limitation is in regard to the equivalence of the three groups. Every effort was made to make the groups equivalent. Random selection of participants was done and pre-GPA was used as a covariate in an effort to reduce differences. However, students in the two treatment groups had more absences than did students in the control group. In particular, the treatment groups had more students who were absent 12 or more times in the first semester (E1 = 4, E2 = 2, C = 1). Thus, the results of the study are limited to the extent that absenteeism influenced the impact (or lack of it) for students in the treatment groups.

Conclusions

Indicated in the results of this study is that these particular guidance interventions did not significantly impact the career maturity or self-esteem of students who participated in them. In addition, the students' GPAs, attendance frequencies, and frequencies of extracurricular involvements also were not influenced significantly. Each of these factors are discussed separately in the following subsections.

Career Maturity

There were no significant differences in career maturity by group, gender, or ethnicity, nor were there significant interaction effects. As shown in Table 4-3, the mean for the CMI-AS was highest in the E1 group and lowest in the control group. Therefore, while the interventions may have had some positive effect, it is appropriate to conclude that career maturity was not changed by the career development activities used in this study.

Self-Concept

No significant differences in self-concept were found by group, gender, or ethnicity. In fact, the control had a CSEI mean slightly higher than those for the treatment groups (Table 4-3). It is appropriate, therefore, to conclude that the students' self-concepts were not improved by these career development activities. There was a significant interaction effect between gender and ethnicity. White males and black females scored higher on the self-concept assessment than white females and black males. This could be indicative that white males and black females tend to have higher self-concepts because of cultural influences. However, overall, the interventions did not influence positively the students' self-concepts.

Grade-Point Average

There were no significant differences in postintervention GPAs by group nor were there any significant interaction effects. However, significant differences were found by gender and ethnicity. Females had higher GPAs than males and whites had higher GPAs than ethnic minorities. Therefore, although the interventions may have had positive impacts on female and white students' GPAs, the interventions did not in general significantly improve students' GPAs.

School Attendance

There were no significant differences in frequencies of school attendance among the groups. However, there were significant changes by gender and ethnicity and a significant interaction effect between gender and ethnicity. White males and ethnic minority females attended school more frequently than did white females and ethnic minority males. Therefore, while overall the interventions did not impact school attendance, they may have affected some students' school attendance.

Extracurricular Involvements

There were no significant differences in extracurricular involvements (activities) found by group, gender, or ethnicity, nor were there significant interaction effects. While the interventions may have had some positive effect in

helping students get involved in extracurricular activities, it is appropriate to conclude the interventions did not cause significant increases in the numbers of extracurricular activities in which students participated.

CMI-AS/Post-GPA

There were no significant differences found in the relationships between career maturity and post-GPAs in the pairwise comparisons among groups. Therefore, the treatment had no differential impact on the relationships between career maturity and postintervention GPAs.

CSEI/Post-GPA

There were no significant differences found in the relationships between self-esteem and post-GPAs in the pairwise comparisons among groups. Again, the treatment had no differential impact on the relationships between self-esteem and postintervention GPAs.

Parental Involvement

There were no significant differences in parental involvements, perceptions of students' adjustment and progress, or frequencies of contact with school personnel as a result of the treatments.

SCPC Parent and Student Evaluations

Although no hypotheses were presented for these evaluations, they are included here for descriptive purposes. Indicated in the SCPC evaluations was that a majority of the parents perceived the SCPCs to be helpful and informative. More than two-thirds of them reported that they felt more comfortable about contacting school personnel as a result of the conferences. It appears that the intervention was well-received by parents. The students also perceived the conferences to be helpful, informative, and valuable. More than two-thirds of the students felt they had adjusted better to the high school setting as a result of the SCPCs.

Discussion and Implications

This study was based on career development theory that emphasized the importance of expanded career awareness in self-development (Herr & Cramer, 1984). The intervention was based on giving students an opportunity to focus on career planning and then attending, either individually or in a small group, parent-attended conferences with school counselors. The conference focused primarily on career planning and orientation to the school for the parents as well as for the students. Unfortunately, indicated in the results was that these career development guidance interventions did not make significant differences between treatment groups and the control group.

The students in the control group participated only in the regularly scheduled orientation activities at the middle and high school levels. It appears that the school system is already implementing at least minimally effective career planning and orientation activities for both students and parents. More specifically, the treatments used herein do not add substantially to current programmatic activities. Therefore, it appears that relatively routine school change orientation activities bring about as much career maturity, self-concept, and extracurricular involvements change as do activities designed specifically to improve these factors.

It is possible that a significant difference would have been found if the interventions had been longer. Support for this implication comes from the fact that students in the two treatment groups did have higher career maturity means than did the control group, but the differences were not statistically significant. Through longer, more intensive interventions, statistically significant differences may be achieved.

Given the "developmental stages" of the students involved in this study, perhaps some students were not able to derive specific benefit from these interventions. Students further along in general developmental maturation may be more responsive to the CPP and the SCPCs. In other words, these interventions may be differentially effective in helping students to identify interests and focus on school

and career planning with long-range goal setting in mind. For the less developmentally mature students, the CPP and the SCPCs may have served only as "eye-openers"; an "introduction" to the need for career planning and making school courses and activities relative to post-high school plans. If the interventions could be conducted for them when they were more developmentally ready, they might exhibit more significant changes.

Follow-up research (e.g., in 1 to 3 years) may reveal significant effects after some intervening period. Many students who participated in the interventions were extremely positive about how much direction they received in setting goals for their high school years. If in 2 or 3 years students from all three groups could be reassessed in regard to post-high school plans, perceived success in high school, impact of the CPP and SCPC on their high school experience, or involvement in regularly scheduled extracurricular activities, significant differences between the groups may surface.

Because of differential effects found in the data, these interventions may be more successful if it is used with more specifically identified target groups. For example, these interventions might be more effective with certain gender or ethnic groups of students while other interventions would be needed for students not in these groups.

It was observed that becoming familiar with the CPP and preparing for and leading the SCPCs upgraded the knowledge bases of the school counselors involved in the presentations. They reported (informally) that their regular fall classroom presentations to ninth graders were based on the information used in the conferences. Therefore, it could be that significant differences were not found because the school counselors involved improved their regular orientation activities.

Recommendations

Based on the review of the literature in Chapter II, it was substantiated that students who were involved in extracurricular activities in high school and who achieved the best grades they had the potential to achieve were more self-confident and successful when they were assessed in their adult years. Helping students comprehend that post-high school career plans are directly related to current behaviors, study habits, and participation in extracurricular activities is the type of career guidance intervention that has the best potential to be effective for students (Herr & Cramer, 1984). Therefore, the career guidance interventions used in this study have the potential to be effective. However, they would have to be modified in order to fulfill that potential. For example, the intervention activities probably should be increased in duration. Relatedly,

selection of students most likely to benefit from these types of interventions might enhance their effectiveness.

Indicated in the feedback from students was that most students found the administration of the CPP both interesting and helpful. It may behoove school counselors and guidance coordinators to consider administering the CPP in eighth grade rather than tenth grade (as it is currently done) for at least part of the eighth-grade students so it can help them plan strategically for high school courses and activities. In so doing, even those students not developmentally ready to reap the benefits of the CPP would be forced to at least begin considering some aspects of their futures.

Also to be recommended is that this intervention be conducted with smaller groups of students. For example, targeted could be small groups of one to four students who are working to their potentials academically but who are less confident about getting involved in extracurricular activities. The further "personalization" achieved through smaller groups may enhance the effectiveness of these types of interventions.

The high dropout rate among students in Florida and the nation emphasizes the need to help students make critical career choices earlier in their high school experiences. Early career planning helps students to focus on and explore interests and strengths and to determine which weaknesses

need to be addressed to ultimately secure effective employment. Although the interventions used in this study apparently are not effective in these regards, the effort should not be abandoned. The interventions used in this study were well-received and, therefore, had some positive impacts on the participants. Thus, both students and their parents appear to be receptive to efforts to facilitate career and educational planning. The results of this study are meaningful in that they reflect one commonly recommended but apparently ineffective approach and also provide bases for speculating about other, potentially more effective approaches.

APPENDIX A
EXTRACURRICULAR INVOLVEMENT INVENTORY (EII)

EXTRACURRICULAR INVOLVEMENTS INVENTORY (EII)

Directions: Please list below any interest areas or activities in which you participate. Remember, they do not have to be school-related. Categories have been listed to help you recall your involvements.

I. **Sports:** [Examples: basketball, soccer, volleyball, golf, wrestling, tennis, etc.]
1. _____
2. _____
3. _____

II. **School Club:** [Examples: Key Club, Gamma, Spanish, Secme, etc.]
1. _____
2. _____
3. _____

III. **School Activities:** [Examples: chorus, band, ROTC, parliament, etc.]
1. _____
2. _____
3. _____

IV. **Church Activities:** [Examples: youth groups, choir groups, etc.]
1. _____
2. _____
3. _____

V. **Community Activities:** [Examples: 4H Clubs, Scouting, volunteering, etc.]
1. _____
2. _____
3. _____

VI. **Private Lessons:** [Examples: piano, dance, guitar, karate, voice, etc.]
1. _____
2. _____
3. _____

VII. **Parttime Jobs:** [Examples: working in fast food restaurants, babysitting, etc.]
1. _____
2. _____
3. _____

VIII. **Other Activities:** [List <u>any</u> activity in which you are regularly involved.]
1. _____
2. _____
3. _____

APPENDIX B
PARENT PERMISSION LETTER (a)

Dear Parent,

You and your son/daughter_____ have been selected to participate in a research study designed to help us learn more about a new career planning activity for freshman students. Your participation will help us understand which types of guidance interventions help students most in their career development.

This study requires that your son/daughter participate in three separate activities. You will also be involved in the second one. First, your son/daughter will complete the American College Testing Program's Career Planning Test. It will require two and one-half hours. It will be administered one morning in May at Fort Clark Middle School. Second, this summer you (at least one parent or guardian) and your son/daughter will participate in a one hour conference with a counselor at Buchholz High School regarding your son's/daughter's future educational and career plans. In this conference you will be given the results of the career planning test. Third, next January, at the end of the Fall semester, your son/daughter will called to the auditorium at Buchholz High School and asked to complete three brief questionnaires. They will miss one class period but will be allowed to make up any missed work.

Participation or non-participation in this study will not effect your child's grades and there will be no monetary compensation. Your signature on this form represents your permission for your son/daughter and yourself to participate and to allow the information to be utilized in a research study. Your signature on this form also indicates that I can collect grade-point averages (for 8th grade and 9th grade Fall semester) and attendance data on your child. Your child's signature indicates that he/she will participate. Your student's name and test results will be seen only be the researcher who will keep the data confidential. You and your child have the right to withdraw at anytime. Your cooperation and assistance is greatly appreciated. I believe that you will find that participation will be beneficial to you and your student.

If your have any questions, please call me at work (336-2702) or at home (332-0153). Those participating should sign the form below and return to the Fort Clark guidance office. You will be contacted by phone this summer. Do not forget to add your phone numbers.

Thank you very much!

Sandra Rattray Jones

==========Cut on this line==========

Permission Form for Career Development Study

I give permission for my son/daughter_____ to participate in this study and I (or spouse or guardian) will participate in the career planning conference. I have read and I understand the procedure described above. I agree to participate in the procedure and I have received a copy of this description.

Home Phone: _____

Work Phone: _____ _____
(parent signature)

_____ _____
(student signature) (second parent/witness)

APPENDIX C
PARENT PERMISSION LETTER (b)

Dear Parent,

Your son/daughter_____ has been selected to participate in a research study designed to help us learn more about a career planning activity for freshman students. Their participation will help us better understand which types of guidance interventions help students most in their career development.

This study requires that your son/daughter complete three brief questionnaires next January. Your son/daughter will have to miss one class period to complete the questionnaires, but will be allowed to make up any missed work.

Participation or non-participation in this study will not effect your child's grades and there will be no monetary compensation. Your signature on this form represents your permission for your son/daughter to participate and to allow the information to be utilized in a research study. Your signature on this form also indicates that I can collect grade-point averages (for 8th grade and 9th grade Fall semester) and attendance data on your child. Your child's signature indicates that he/she will participate. Your student's name and test results will be seen only be the researcher who will keep the data confidential. Your child has the right to withdraw at anytime. Your cooperation and assistance is greatly appreciated.

If your have any questions, please call me at work (336-2702) or at home (332-0153). Those participating should return this form to the Fort Clark guidance office.

Thank you very much!

Sandra Rattray Jones

==========Cut on this line==========

Permission Form for Career Development Study

I give permission for my son/daughter_____ to participate in this study. I have read and I understand the procedure described above and I have received a copy of this description.

_____
(parent signature)

_____ _____
(student signature) (second parent/witness)

APPENDIX D
POST-HIGH SCHOOL PLANNING OPTIONS

POST-HIGH SCHOOL PLANNING OPTIONS

Thinking about and planning for "what you will do after high school" is probably one of the most important projects ninth grade students could work on for themselves. To do this students should begin with the first step, which is to investigate their options.

There are four basic post-high school choices a student can make:

(1) going directly to work,
(2) joining the military,
(3) entering a technical/vocational school, or
(4) entering a two-year or four-year year college.

Have you ever heard the old saying that "life is not fair"? It is sad, but true that all of us are not given equal talents. However, life has always been that way and the people who seem to be happy are the ones who keep as many options as possible open for themselves whether they have a few choices or many choices.

Students who eventually have good choices do the following two things:

(1) They make the best grades they can possibly make whether A's, B's, C's, or D's. When students study and do their best academically, they increase their knowledge and develop confidence in themselves.

(2) They get involved in activities such as, clubs, sports, part-time work, church, or volunteering. The involvement in activities helps them explore interests, develop communication skills, and, again, develop confidence.

Setting post-high school goals early helps many students focus and become more motivated in their work. Remember, that the earlier a student makes a decision on a general career direction the more directed and focused he/she will be. It would be wise for students to discuss their interests and choices with their parent(s) and to contact their counselor and/or the occupational specialist early in their high school years. Ninth or tenth grade is the best time to begin planning for post-high school experiences.

****

WORK

If a student plans to go directly to work after graduating, he/she should get a part-time job in the area of interest. If possible, students should be taking courses to help prepare them for specific job interests. They should investigate the Distributive Cooperative Training (DCT) or the Cooperative Business Education (CBE) programs, the Santa Fe Vocational/Technical program, the Vocationally Integrated Program (VIP), or the agri-business programs. It would be wise to discuss the choice with a counselor or the occupational specialist during the 10th grade.

MILITARY

Students who plan to go into the military have several options. Both college and vocational/technical training are available in the military. The number of choices a student has depends on his/her grades and test scores. The ASVAB (Armed Services Vocational Aptitude Battery) should be taken at BHS in the fall in the 10th, 11th, or 12th grade. Participation in the ROTC program is an excellent exploratory experience for students who think they would like the military. However, students may enter the military without participating in the ROTC program. Students interested in this post-high school option should contact their counselor or the occupational specialist. They could also contact the recruiters for the Army, Navy, Air Force, and Marines at the Federal Building.

VOCATIONAL/TECHNICAL TRAINING

The primary goal of these programs is to prepare students for specific trades or jobs.Students who have special interests or talents and who want to begin a career in two years of less after graduation may want to investigate vocational/technical training programs such as dental assisting, carpentry, drafting, dance, electrical repair, cosmetology, welding, etc. Students interested in this option should see their counselor or the occupational specialist as early as possible.

Ninth and tenth grades are good years to explore this option because several programs (DCT, CBE, & Santa Fe Vocational/Technical program) are available to them in their 11th and 12th grade years. Academic requirements for entry into these programs vary, so students should see their counselor early. Some of these programs require a minimum GPA of 2.0 while others require college entrance grades and scores. Vocational/technical training is an excellent option that will lead to good jobs and careers. Some students who select this option also prepare themselves for college entrance. Some students go on to college after completing a vocational program and others get vocational/technical training to prepare themselves for a higher paying part-time job while earning their way through college.

COLLEGE

Whether a student plans to earn a two-year degree, enter a two-year college in preparation for transfer to a four-year college, or enter a four-year college directly, he/she should be planning early. Research indicates that many students are postponing making a career-directed decision by entering college. These students are becoming frustrated and dropping out of college or paying for unnecessary course work because they did not begin planning early enough to make timely course selections.

College Entrance.Students planning to enter college should take academics and extracurricular activities very seriously. Regular and honors courses are college preparatory courses. Many parents and students are concerned about which level of course work students should

take. In general, students should take as difficult a caseload as they can handle while maintaining a balance with their ability, study habits, and extracurricular involvements. When colleges screen applicants, they look at curriculum, GPA, and test scores. When the curriculum is strong and the GPA is high, less emphasis is placed on the test scores. At the same time, much more emphasis is placed on the test scores when the curriculum and/or GPA are weak. For example, a student may be accepted at UF with a GPA of 3.7 and an Scholastic Aptitude Test (SAT) of 900, while a student with a GPA of 2.5 may need an SAT of 1200.

Students should begin to investigate colleges and the process of entering college in the 10th and 11th grades. If a students plans to make college visits, they should be made in the summers, during vacations, or, at the latest, in the summer before 12th grade.Students should start selecting the colleges to which they want to apply during their 11th grade year. BHS does not give college entrance tests such as the Scholastic Aptitude Test (SAT) or the American College Test (ACT). students must apply to take these tests on their own. Registration forms and study guides may be picked up in the guidance office. Students should take the SAT or ACT during the 11th grade especially if they plan to apply for early admission in the 12th grade. There is no limit on the number of times the tests may be taken. Early admission deadlines are typically in early November of each year. All students applying for college should complete applications in the fall of their senior year.

Scholarship information. Scholarship information is advertised by the guidance office each fall. In the fall of the senior year interested students should begin the application process for appropriate scholarships. A wide assortment of scholarships are available. Some scholarships are specific to categories such as careers, ethnicity, financial need, leadership, athletics, and academics. In addition to applying for local scholarships, is the student should contact the financial aid office of the school he/she plans to attend to request information. Buchholz students and parents should be aware of the following two categories of scholarships.

Florida Academic Scholars Fund. The State of Florida offers annual scholarships to good students who choose to attend Florida colleges. In the 1987-88 school year, the amount of the scholarship was $2500 per year. Two groups of students are eligible to receive this money: (1) those who earn a 3.5 GPA (on an unweighted scale) and a SAT of 1200 or an ACT of 28, and (2) those who earn a 3.5 GPA (on an unweighted scale) and a SAT of 1100 or an ACT of 26 and who have a specific curriculum including 4 English, 4 math, 4 science, 3 social studies, 2 consecutive years of a foreign language, 1/2 personal fitness, 1 performing arts, 1/2 practical arts, 1/2 LMS, and 61/2 electives. Also, students may not have a "D" on any semester grade.

Santa Fe Community College Scholarships. SFCC offers a scholarship which pays the full tuition and cost of books to all students who are ranked in the top 10% of their graduating class.

APPENDIX E
BUCHHOLZ CLUBS, SPORTS, AND ACTIVITIES LIST

BUCHHOLZ CLUBS, SPORTS, & ACTIVITIES LIST*

Academic Groups
- National Honor Society (10th-12th only)---------- Kathleen Findley
- Mu Alpha Theta (Math Honor Society)---------- _____
- French Honor Society ---------- Pat Lopez
- Spanish Honor Society ---------- Cathy Gregory

Band/Music
- Chamber Singers---------- Reg Defoe
- Chorus---------- Reg Defoe
- Flag Corp---------- Frye, Meizius
- Majorettes---------- Frye, Meizius

Drama
- Buchholz Players---------- _____
- Thespians (Advanced)---------- _____

Foreign Languages
- French Club---------- Pat Lopez
- German Club---------- Barbara Johnston
- Latin Club (Jr. Classical League)---------- Virginia Patz
- Spanish Club---------- Alex Avendano

Publications
- Newspaper---------- Joan Maples
- Yearbook---------- Steve Lindgren
- Pawprints---------- Joan Maples

Special Interest Clubs
- AFJROTC ---------- Ron Kaminer
- CATS (Counseling & Teen Support) ---------- Pat Landis
- Cycling Club ---------- Bill Monahan
- Drafting Club ---------- Matt Coleman
- EDUCATS (Future Educators of America)---------- Sandra Jones
- FBLA (Future Business Leaders of America)---------- Elaine Besalski
- Forensics (Debate)---------- Charlotte Roberts
- Graphics Art Club ---------- Steve Lindgren
- Intramurals---------- Carl Fischer
- JAS (Jr. Academy of Science)---------- Karen Fagerberg
- Jr. Engineering Technical Society ---------- Mari Jones
- Pre-Collegiate ---------- Gussie Campbell
- Radio Controlled Modeler's Club---------- Hadley Hartman
- SECME---------- Mary Warren
- Senior Girls Club ---------- Mari Jones
- VIP Club ---------- Fran Schmuff

Social/Service Clubs
- Alpha (Girls legislative group)---------- Nancy French
- Omega/Interact ---------- Kathleen Findley
- Gamma (Boys legislative group)---------- Scott Flamand
- Jamaa---------- Deloris Rentz
- Key Club---------- Sharon Skiles

Spirit Groups
- Varsity Cheerleaders---------- Lynn Ramsey
- J. V. Cheerleaders ---------- Lynn Ramsey
- 9th Grade Cheerleaders---------- Lynn Ramsey
- Pom Pom Squad---------- _____

Student Government
- Cabinet---------- Jan Scott
- Parliament---------- Jan Scott

Class Sponsors (good way to get involved in class activities)
- Freshman---------- _____
- Sophomores---------- Myra Feely
- Juniors---------- Mary Warren
- Seniors---------- Gussie Campbell

BHS ATHLETIC PROGRAM

- Baseball (B)---------- Bob Smith
- Basketball (B)---------- Rick Swain
- Basketball (G)---------- Marilyn Booher
- Cross Country (B)---------- Mike Holloway
- Cross Country (G)---------- Mike Holloway
- Varsity Football---------- Al Werneke
- J.V. Football---------- Ed Davis
- Freshman Football---------- Bob Smith
- Golf (B)---------- Al Werneke
- Golf (G)---------- Bubba McGowan
- Soccer (B)---------- Steve Stewart
- Soccer (G)---------- _____
- Softball (G)---------- Marilyn Booher
- Swimming & Diving (B)---------- _____
- Swimming & Diving (G)---------- _____
- Tennis (B)---------- Ret Thomas
- Tennis (G)---------- Ret Thomas
- Track(B)---------- Mike Holloway
- Track (G)---------- Bill Monahan
- Varsity Volleyball (G)---------- Marilyn Booher
- J. V. Volleyball (G)---------- Marilyn Booher
- Weightlifting (B)---------- Ed Davis
- Wrestling (B)---------- Jim Kearney

***Note: Sponsors may have changed or not be selected.** (See your counselor.)

Additional Resources for Extracurricular Involvement

Sports: Gainesville Recreation and Parks Department, Boys/Girls Clubs, YMCA
Community Activities: Junior Achievement Clubs, church activities, 4H Clubs, Scouts, volunteering (e.g., hospitals or businesses)
Private Lessons: gymnastics, dance, piano, voice, guitar, karate
Parttime Jobs: fast foods restaurants, bagging groceries, babysitting, cleaning tables

APPENDIX F
EXTRACURRICULAR INVOLVEMENT ACTIVITY

Extracurricular Involvements Activity

I. Importance of extracurricular involvement: Adolescents need to be involved in extracurricular activities. Their social and emotional health is strengthened by participation in activities. Extracurricular involvements provide experiences for students to develop and grow in the following ways: (a) the interaction with other students helps to develop communication skills and expand vocabulary; (b) they provide opportunity to excel and develop confidence; (c) they help adolescents learn to negotiate, lead, compromise, and/or perform; and (d) they help provide additional groups in which individuals to can develop a sense of belongingness.

II. List of activities: It is recommended that you become involved in one or more extracurricular activities. On the back of this page is a list of activities, clubs, and sports for BHS that may help you make decisions about becoming actively involved. Also, there is a brief list of additional avenues to help you get involved in extracurricular activities.

III. How do I get involved?

1. Learn about activities and make decisions early about the activities in which you want to participate!
2. Listen for announcements so you will not miss the first meetings.
3. Contact club sponsor or counselor to get help!
4. Talk to friends!
5. Be brave enough to try-out or to go to meetings alone!

IV. Name one to three activities in which you are already involved or plan to get involved.

1. _____

2. _____

3. _____

V. If you are not already involved in the activities, what steps do you plan to take to become involved?

1. _____

2. _____

3. _____

APPENDIX G
FOUR-YEAR EDUCATIONAL PLAN

FOUR YEAR PLAN
BUCHHOLZ HIGH SCHOOL — GUIDANCE DEPARTMENT

COUNSELOR _____

DATES _____ (Current) _____ (Revised) _____ (Revised)

STUDENT _____ F S J Sr HOME PHONE _____ TEST SCORES 1 2 3 4 5 6 7 8 9

CAREER PLANS (Circle One) WORK MILITARY VOCATIONAL SCHOOL 2 YEAR COLLEGE 4-YEAR COLLEGE

HIGH SCHOOL CREDIT REQUIREMENTS: All 24 high school credit requiramants are indicated on the graph below. Spaces for ½ credits each in Performing Arts, Practical Arts and Life Management Skills are indicated by the blank spaces marked with ½. Note: If students take 7 courses every year they would have 28 credits.

SPECIFIC CAREER PLANS _____

GRADE POINT AVERAGE To obtain a GPA, give each "A" 4 points, each "B" 3 points, each "C" 2 points, each "D" 1 point and give an extra .5 for each "+". Total the points and divide by the number of courses.

	9th	GR	1st / 2nd	10th	GR	1st / 2nd	11th	GR	1st / 2nd	12th	GR	1st / 2nd	AREA CREDIT REQUIREMENTS
1	ENGLISH			ENGLISH			ENGLISH			ENGLISH			ENG 4
2	MATH			MATH			MATH			(ELECTIVE)			MATH 3
3	WORLD HISTORY			(ELECTIVE)			AMERICAN HISTORY			AMERICAN GOVERNMENT / ECONOMICS			SS 3
4	SCIENCE			SCIENCE			SCIENCE			(ELECTIVE)			SCI 3
5	PHYSICAL ED / PERSONAL FITNESS			½ / (ELECTIVE)			(ELECTIVE)			(ELECTIVE)			PE/PF 1
6	½ / ½			(ELECTIVE)			(ELECTIVE)			(ELECTIVE)			PF/ARTS ½
7	(ELECTIVE)			(ELECTIVE)			(ELECTIVE)			(ELECTIVE)			PF/ARTS ½
	(SUMMER SCHOOL)			(SUMMER SCHOOL)			(SUMMER SCHOOL)			(SUMMER SCHOOL)			LMS ½
	TOTALS			TOTALS			TOTALS			TOTALS			EL 8½
	10th Grade classification requires 4 credits			11th Grade classification requires 10 credits.			12th Grade classification requires 16 credits			Graduation requires 24 credits with 1.5 GPA and passage of SSAT I & II			24 Total
				SSAT I Passed Yes No			SSAT I Passed Yes No						
				SSAT II Passed Yes No			SSAT II Passed Yes No						

APPENDIX H
ATTENDANCE, REPORT CARDS, AND MONITORING SYSTEMS

Attendance, Report Cards, & Monitoring Systems

Attendance Records, Report Cards, and Progress Reports are designed to give feedback to students and their parents. In situations in which additional monitoring may be needed either by the school or by the parent(s), Buchholz has set up two additional systems: the Guidance Class Check and the Dean's Class Check. The purpose of all of these systems is to help students and parents monitor student progress. It is recommended that parents and students communicate openly, honestly, and in a supportive manner during the high school experience. An explanation of the all of the monitoring systems follows.

Attendance: Anytime a student comes to school late or leaves campus early he/she must check in or out in the attendance office. Parents must be contacted before students may leave campus. If students are absent, they must fill out an absentee form at the beginning of 1st period. Parents must call to verify excused absences. More than nine unexcused absences per semester will keep a student from receiving credit in a course, even though he/she may pass the work. It is understood that a student who is absent nine times would have difficulty maintaining a good grade and comprehension of the curriculum. Consistent attendance is imperative and absences should be used only for illness or extenuating circumstances. Skipping, of course, is against the rules. Students who skip use poor judgement, get lost academically, get into trouble for whatever reason they skipped, get detention when they get caught, and build a reputation for not being trustworthy. Chronic skipping is a symptom of numerous other problems and chronic skippers usually end up dropping out of school.

Report Cards: Report cards will be given to students approximately one week after the end of the nine week period. Parents and students should make a note of this schedule. The guidance office can give information on grades if a report card is lost or misplaced. See "report card schedule " below. Note: the last report card of the year may be picked up from the guidance office approximately 7 working days after students have been released for the year. If students or parents want the last report card sent home, they should leave a stamped, self-addressed envelope with the guidance secretary.

Progress Reports: Progress reports will be given to students at the end of the fifth week during each nine week grading period. Students will receive a progress report from each teacher. It is meant to be given to parents as a means of keeping the home/school communication open. See "report card schedule " below.

Report Card Calendar for 1988-89

	BEGIN	Progress Reports	END	Report Cards Issued
1st 9 wks:	8/29/88	9/26-30/88	11/2/88	11/14/88
2nd 9 wks:	11/3/88	12/5-9/88	1/24/89	2/2/89
		1st Semester Ends		
3rd 9 wks:	1/25/89	2/27-3/3/89	4/5/89	4/17/89
4th 9 wks:	4/6/89	5/8-12/89	6/9/89	6/19/89
		2nd Semester Ends		

Guidance Class Check: In the event that a student or the parents of a student chose to monitor a student's progress more closely, they should speak with their student's assigned counselor about the weekly class check system. When a student is on class check system, the class check form should be taken to each class one day a week (usually Friday) in order for the teacher to note the student's attendance, behavior, and work completed for the week. When using this system, parents should make clear to the student ahead of time the consequences and decisions regarding the student's free time and privileges relative to the weekly check. The student or parent can pick up forms in guidance.

Dean's Class Check: This system is used by deans to monitor a student's class attendance. Students who are on class check typically have attendance problems.

APPENDIX I
GRADES, TESTING, AND PROGRAM OPTIONS

Grades, Testing, and Program Options

GPA: Grade point averages are derived at by assigning points to letter grades: A= 4, B= 3, C= 2, and D= 1. This is referred to as an "unweighted" grading system. Alachua County officially uses the unweighted system. A weighted system would assign a higher value to grades, i.e., A= 5, B= 4, and C= 3. Class rankings are officially computed using an unweighted GPA, but a weighted class rank may be requested.

Grading System: The grading system used in Alachua County is: A = 94-100; B = 85- 93; C = 75-84; D = 65-74; F= 0-64. Semester grades are determined on a 40/40/20 basis, i.e., the first 9 weeks grades count for 40%, the second nine weeks grades count for 40%, and the exam grade counts for 20%. Only semester grades are recorded on the transcript.

Tests: The following tests are officially administered during high school at BHS.

9th: *The CAT (California Achievement Test) is given to all 9th grade students.

10th: *The SSAT (Statewide Student Assessment Test: Parts I &2) is given to all 10th grade students. Those who do not pass or are absent are tested in the 11th and/or 12th grade. This test must be passed in order to receive a diploma rather than a certificate of attendance.
*The CAT is given to 10th grade students who scored below level on the 9th grade CAT and who are in remedial and compensatory classes.
*The PSAT (Preliminary Scholastic Apt. Test) is offered to any 10th grade student (fee= $5.00).
*The ACT/CPP is an aptitude test and career planning exploration program given to all 10th graders.

11th: *The PSAT is offered to 11th grade students for a fee of $5.00. Students who are competing for the National Merit Scholars Program must take the PSAT in the 11th grade.
*The ASVAB (Armed Services Vocational Aptitude Battery) is given in 10th, 11th, & 12th grades to students who request it.

Program Options: All of the following programs lead to graduation from BHS. Students interested in these options should see their counselor to learn about details and time lines.

Academic Dual Enrollment: This is available during a students' senior year if he/she meets college entrance requirements. A student would attend BHS in the A.M. and SFCC or UF in the P.M. The college courses would earn high school and college credit at no cost to the student.

Agri-business: This program is available from 9th -12th grades. Students would attend BHS for half day and the agri-business center for the other half day. This program is designed for students who are interested in careers related to agriculture, forestry, and mechanics.

CBE: Cooperative Business Education is designed to allow 11th and 12th grade students to have work experiences while they are attending school. Students must have had at least one year of typing. They are placed in a job requiring business related skills and are released from school for one to two hours per day. Credits are earned for the on-job-training experiences. A GPA of 2.0, good attendance, and good conduct are required.

DCT: Distributive Cooperative Training is identical to the above CBE option except that students are not required to have had business courses and may be placed in any career area in which they indicate an interest.

Early College Admission: In their senior year students who meet college entrance requirements may attend SFCC or UF full-time. They will be given high school and college credit and the college credit will be at no cost to the student.

Santa Fe Voc/Tech High School Program: This program is available to 11th and 12th grade students who have completed at least ten credits and are 16 years of age. Students would attend school at the Santa Fe campus. They would complete core academic credits and, in addition, they would take electives in vocational areas such as, computers, electronics, cosmetology, and drafting. Their options for vocational areas would depend on their entrance aptitude tests scores. If they meet college requirements, they could take college courses and receive high school and college credit at no cost.

VIP: The Vocationally Integrated Program is designed to help 9th and 10th grade students who are at-risk for completing high school. Students attend school in the morning for four hours and work at a part-time job for at least 20 hours each week. Elective credit is earned for the part-time jobs.

APPENDIX J
ORIENTATION TIPS

Orientation Tips

1. **Announcements:** Important! Announcements will be made every morning at the beginning of 1st period. A copy should be posted in every classroom daily and every teacher should have a copy.

2. **Career Resource Center:** This center is located in the the first office on the left after you enter the library. Mary Warren, the occupational specialist, can help you explore your career related interests. Computer assisted guidance programs, career shadowing (11th & 12th), and college videos on laser discs are available in the career resource center. Take advantage of this resource!

3. **Homework when sick:** If it is expected that a student will be sick for several days, a call should be made to the guidance office to request that teachers send classwork and homework assignments. Assignments may be picked up in the guidance office 24 hours after the request. Hint: Students should exchange phone numbers with a friend in each class so they can call that person to get missed assignments.

4. **Homeroom:** Each student is assigned a homeroom, which meets on an as-needed basis. It typically meets for approximately 15 minutes before 1st period for purposes such as distribution of schedules or student elections.

5. **Emergencies:** If parents need to pick up a student, they should go to the attendance office. BHS has a nurse one half day a week. She may be contacted through the front office or guidance office. BHS has a two-bed clinic for use only in case of emergencies. Medications to be taken at school should be taken to Ann Ross, the clinic contact person in the front office.

6. **Lockers:** Each student needs a combination lock. Two students are assigned to each locker so it is best to get a friend to sign up with you. You will get locker information from your first period teacher during the first week of school. Sandy Smith, the secretary in the dean's office, handles locker assignments.

7. **Lost & Found:** If you lose something report it to the dean's office. There is a cabinet there for lost and found items.

8. **Lunchroom:** Different types of lunches are sold at five stations: (1) regular lunch, (2) salad bar, (3) bag lunch, (4) short orders, and (5) individual items. The first three cost $1.05 and the last two are sold by item. Free and reduced lunch forms may be picked up in the guidance office and in Lynn Jones' office. Ninth and tenth graders are not allowed off campus at lunch. With the short lunch period more and more juniors and seniors are choosing to stay on campus. Future driving privileges could be lost for students who do not comply with this rule.

9. **Newsletters:** Newsletters are mailed approximately four times a year. They contain valuable and timely information. Read them and file them in a convenient place for future reference.

10. **Bus information:** To find out which bus to take and "pick-up" locations call the front office or guidance secretaries during pre-planning week (week before school starts). Also the county transportation office may be contacted at 336-3750.

11. **PTA:** The Parent-Teacher Association (PTA) will have its first meeting of the year at the fall open house. Parents are encouraged to come to meet their student's teachers and to get a yearly calendar of the following PTA meetings.

12. **SAC:** The School Advisory Council (SAC) meets on the third Thursday of every month in the media center. Parents are encouraged to meet with this group which interfaces with the school administration on programs, concerns, and policies.

APPENDIX K
SCPC CONFERENCE FORMAT/BUCHHOLZ PERSONNEL

SCPC CONFERENCE FORMAT

I. Post High School Planning Options---------- 2

II. Career Planning Test Results (ACT/CPP)----------(insert)

III. Extracurricular Activity Information

Extracurricular Involvements Activity ---------- 5

Buchholz Clubs, Sports, & Activities List---------- 6

IV. Four Year Plan---------- 8

V. Orientation Information

Attendance, Report Cards, and Monitoring Systems---------- 9

Grades, Testing, and Program Options----------10

Orientation Tips---------- 11

BHS ADMINISTRATIVE STAFF

Mae Islar----------Principal
Susan Culbert----------Assistant Principal for Curriculum
Bob Dykes----------Assistant Principal for Facilities
Lynn Jones----------Assistant Principal for Student Services
Bette Darus----------Dean
Mal Kiner----------Dean

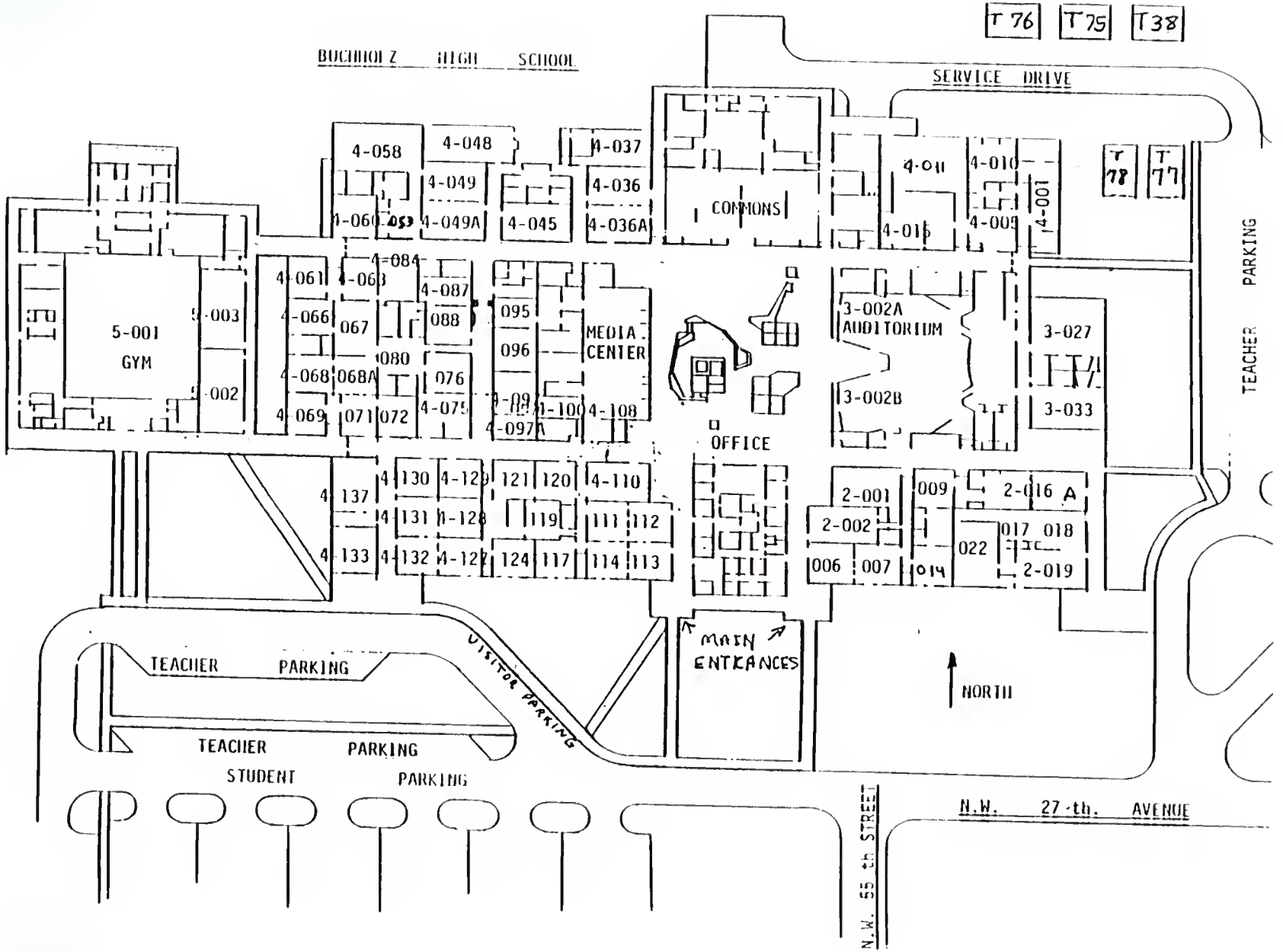
BHS STUDENT SERVICES STAFF

Ret Thomas---------- Counselor A-D
Gussie Campbell---------- Counselor E-L
Michael O'Loughlin---------- Counselor M-R
Sandra Jones---------- Counselor S-Z
Mary Warren----------Career Counselor (Occupational Specialist)
Pat Landis----------Student Assistance Counselor
Sue Sturgill----------Registrar

BHS STUDENT SERVICES SUPPORT STAFF

Front Office Secretary---------- Diane Skelly
Guidance Secretary---------- Jane Lindsey
Attendance Clerk---------- ---Ann Bazer
Dean's Office Secretary---------- Sandy Smith
Clinic Contact Person---------- Ann Ross

APPENDIX L
BUCHHOLZ MAP


BUCHHOLZ HIGH SCHOOL
T 76
T 75
T 38
SERVICE DRIVE
4-058
4-048
4-037
4-049
4-036
4-060
053
4-049A
4-045
4-036A
COMMONS
4-011
4-010
4-009
4-001
T 78
T 77
TEACHER PARKING
4-084
4-061
4-063
4-087
5-003
4-066
067
088
095
MEDIA CENTER
3-002A AUDITORIUM
3-027
5-001 GYM
080
096
3-002B
3-033
5-002
4-068
068A
076
4-069
071
072
4-075
4-097A
4-108
OFFICE
4-137
4-130
4-129
121
120
4-110
2-001
009
2-016 A
4-131
4-128
119
111
112
2-002
017
018
4-133
4-132
4-127
124
117
114
113
022
006
007
014
2-019
MAIN ENTRANCES
VISITOR PARKING
TEACHER PARKING
NORTH
TEACHER PARKING
STUDENT PARKING
N.W. 55 th STREET
N.W. 27 th AVENUE

APPENDIX M
SCPC BOOKLET COVER

SCHOOL & CAREER PLANNING CONFERENCE

[SCPC]

Buchholz High School
5510 N. W. 27th Avenue
Gainesville, Florida 32606
336-2702

LIFE-LINE

==========

Life expectancy in the U.S. is 70 for males and 78 for females. In four years you will be graduating from high school. The decisions you make and the experiences you have in the next four years will impact you throughout your life. Think about it!

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54

55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78

==========

Prepared by

SANDRA RATTRAY JONES

SUMMER 1988

APPENDIX N
PARENT SURVEY

February 10, 1989

Dear Parent(s),

Thank you for your help with this project. Results of this project will help educators learn more about students' career development and school success.

Please respond to the following brief survey(s) and return in the self-addressed, stamped envelope provided. Thank you very much!

Sincerely,

Sandra R. Jones

BHS Counselor

Parent Survey

Please respond to the following items by placing a check in one of the spaces to indicate the extent to which you agree with the statement: Strongly Agree= SA, Agree=A, Uncertain=U, Disagree=D, or Strongly Disagree=SD.

	SA	A	U	D	SD
I am satisfied with:					
1. the grades my teenager made this semester.					
2. the results of my efforts to contact teachers concerning problems.					
3. the results of my efforts to contact counselors concerning problems.					
4. the results of my efforts to contact administrators concerning problems.					
5. the parent orientation at BHS last spring (while students were still in 8th grade).					

1 2 3

	SA	A	U	D	SD
6. my teenager's involvement in extracurricular activities this semester.					
7. my teenager's social and emotional adjustment to BHS this semester.					
8. the advisement my teenager is receiving at BHS for her/his career planning.					
9. my knowledge of whom to contact if my teenager has a school-related problem.					
I am comfortable about:					
10. the orientation to BHS my teenager received last May (while in 8th grade).					
11. calling BHS personnel when I have a concern.					
12. helping my teenager plan courses at BHS.					
13. my teenager's post-high school plans.					
14. my understanding of BHS progress reports and report cards.					
Helpful is a good word to describe the BHS:					
15. school counseling staff.					
16. teacher staff.					
17. administrative staff.					

During the Fall 1988 BHS semester did you contact:

18. a teacher Yes_____ No_____
19. a counselor Yes_____ No_____
20. an administrator Yes_____ No_____

APPENDIX O
SCPC PARENT EVALUATION

SCPC PARENT EVALUATION

Please respond to the following items by placing a check in one of the spaces to indicate the extent to which you agree with the statement: Strongly Agree= SA, Agree=A, Uncertain=U, Disagree =D, or Strongly Disagree=SD.
Note: In the following items the School Career Planning Conference you attended last summer will be referred to as the SCPC.

	SA	A	U	D	SD
1. Attending the SCPC last summer was helpful.					
2. My teenager made better grades this semester because he/she attended the SCPC last summer.					
3. My teenager made better grades this semester because I/we (parents) attended the SCPC last summer.					
4. My teenager's participation in school activities was greater because he/she attended the SCPC.					
5. My teenager adjusted better to the high school setting as a result of the SCPC.					
6. As parent(s) I/we adjusted to having a child in high school better as a result of the SCPC.					
7. I learned necessary and helpful information at the SCPC.					
8. Attending the SCPC helped me feel more comfortable about contacting BHS personnel.					

9. What I liked most about the SCPC was_____

10. What I liked least about the CPC was_____

Note: Please feel free to give your honest opinion as you respond to the following statements. It is not necessary to sign your name. The surveys have been numbered with a 1, 2, or 3, in order for it to be possible to analyze the data in three large groups. I thank each of you for your involvement in this project. Return the survey as soon as possible! Use the back of the page for additional space if needed.

Thank You!

1 2 3

APPENDIX P
SCPC STUDENT EVALUATION

SCPC STUDENT EVALUATION

Please respond to the following items by placing a check in one of the spaces to indicate the extent to which you agree with the statement: Strongly Agree= SA, Agree=A, Uncertain=U, Disagree=D, or Strongly Disagree=SD.

***Note**: In the following items the School and Career Planning Conference you attended last summer will be referred to as the SCPC.*

	SA	A	U	D	SD
1. Attending the SCPC last summer was helpful.					
2. I made better grades this semester because I attended the SCPC last summer.					
3. I made better grades this semester because my parents attended the SCPC last summer.					
4. My participation in school activities this semester was greater because I attended the SCPC.					
5. I adjusted better to the high school setting as a result of the SCPC.					
6. The SCPC was more helpful because the parents and students attended together.					
7. I learned necessary and helpful information at the SCPC.					
8. Attending the SCPC helped me feel more comfortable about contacting counselors.					
9. Attending the SCPC helped me feel more comfortable about contacting teachers.					
10. Attending the SCPC helped me feel more comfortable about contacting administrators.					

1 2 3

11. What I liked most about thes SCPC was_____

_____

_____

_____

_____

_____

_____

_____

12. What I liked least about the SCPC was_____

_____

_____

_____

_____

_____

_____

_____

13. What I would have done differently is_____

_____

_____

_____

_____

_____

APPENDIX Q
STUDENT SURVEY

Student Survey

Please respond to the following items by placing a check in one of the spaces to indicate the extent to which you agree with the statement: Strongly Agree= SA, Agree=A, Uncertain=U, Disagree=D, or Strongly Disagree=SD.

	SA	A	U	D	SD
When school started, I was comfortable:					
1. finding my way around BHS.					
2. with other students.					
3. I had already selected several extracurricular activities in which I wanted to participate.					
After being here a semester, I am comfortable:					
4. finding my way around BHS.					
5. with other students.					
I am satisfied with:					
6. the help I have received at BHS in the selection of my academic courses for this year.					
7. the help I have received at Fort Clarke in the selection of my academic courses for this year.					
8. my grades this semester.					
9. the courses I took this year.					
10. the extracurricular activities I am in this year.					
Respond with yes (yes=SA) or no (no=SD) to the next fourteen statements (11- 24).					
11. During first semester I went to see a counselor to get help on something (e.g.,schedule, courses, information, or personal problems).					

1 2 3

	SA	A	U	D	SD
12. I know where the guidance office is located.					
13. I know my counselor s name.					
14. I am glad that I attend BHS.					
15. Students at BHS are friendly.					
16. I know where the Career Resource Center is located.					
17. I know where to go to get a course change.					
18. I know where "lost and found" area is located.					
19. I joined an activity at BHS this year.					
20.I am involved in a leadership role (officer, committee, etc.) in an activity, group, or club at BHS.					
Helpful is a good word to describe the BHS:					
21. counselors					
22. teachers					
23. administrators					
24. deans					

25. When I graduate from high school I: (Circle one.)

a. plan to go into the military.
b. plan to go to a technical/vocational school.
c. plan to go to college.
d. plan to go to work at a fulltime job.
e. have not decided yet.

Thank You!

APPENDIX R
SCPC APPOINTMENT CONFIRMATION LETTER

____/ ____/ 1988

To: _____

_____

From: Sandra Jones, BHS Counselor

Re: Confirmation for School and Career Planning Conference

The time of your conference is at_____ on _____, ____/____/88 in the (Buchholz Media Center or Guidance office). It would be helpful to you to read this booklet before the conference and to write down any questions you may have. If you need to change your conference time, please call me at work (336-2702) or at home (332-0153) anytime before 11:00 P. M.

Thank you very much!

REFERENCES

Alexander, W., Saylor, J., & Williams, E. (1971). The high school: Today and tomorrow. New York: Holt, Rinehart, and Winston.

American College Testing Program. (1983). The ACT career planning program: Counselor's manual. Iowa City, IA: The American College Testing Program.

American College Testing Program. (1984). CPP career guidebook: Exploring your future. Iowa City, IA: The American College Testing Program.

American School Counselor Association. (1974). The roles and functions of the secondary school counselor. The School Counselor, 24, 228-234.

American School Counselor Association. (1985). ASCA role statement. The School Counselor, 32, 164-168.

Anselmo, S. (1977). Parent involvement in the schools. Clearing House, 50, 297-299.

Aubrey, R.F. (1977). Historical development of guidance and counseling and implications for the future. Personnel and Guidance Journal, 55, 288-295.

Aubrey, R.F. (1982). A house divided: Guidance and counseling in 20th century America. Personnel and Guidance Journal, 61, 198-204.

Baird, S.E. (1975). Career education and social studies. Boston: Houghton Mifflin.

Barber, L.W. (Ed.). (1987). Drop-outs, push-outs, and other casualties: Center on Evaluation, Development, and Research. Bloomingdale, IN: Phi Delta Kappa.

Barber, L.W., & McClellan, M.C. (1987). Looking at America's dropouts: Who are they? Phi Delta Kappan, 69, 264-267.

Bartlett, W.E. (1968). Vocational maturity and personality variables of manpower trainees. Vocational Guidance Quarterly, 17, 104-108.

Bedford, F.H. (1948). History of vocational guidance in the United States. In O.J. Kaplan (Ed.), Encyclopedia of vocation guidance (vol. 1, pp. 469-478). New York: Philosophical Library.

Blocher, D.H., & Schutz, R.A. (1961). Relationships among self-descriptions, occupational stereotypes, and vocational preferences. Journal of Counseling Psychology, 8, 314-317.

Bloom, B.S. (1980). The new direction in educational research: Alterable variables. Phi Delta Kappan, 61, 382-385.

Bordin, E.S. (1943). A theory of vocational interests as dynamic phenomena. Educational Psychological Measurement, 3, 49-66.

Borow, H. (1984). The way we were: Reflections on the history of vocational guidance. Vocational Guidance Quarterly, 30, 5-13.

Bradley, M.K. (1978). Counseling past and present: Is there a future? Personnel and Guidance Journal, 57, 42-45.

Brewer, J.M. (1942). History of vocational guidance. New York: Harper.

Buehler, C. (1933). Der menschiche lebenslauf als psychologisches problem. Leipzig: Hirzel.

Carek, R. (1965). The interrelations between social desirability, vocational maturity, vocational realism, and vocational decision. Unpublished master's thesis, University of Iowa.

Carter, H.O. (1940). The development of vocational attitudes. Journal of Counseling Psychology, 4, 185-191.

Cattemole, J., & Robinson, N. (1985). Effective home/school communication from the parents' perspective. Phi Delta Kappan, 67, 48-49.

Charner, I., & Fraser, D. (1988). Effective career guidance programs. Washington, DC: National Institute for Work and Learning.

Cherry, N. (1974). Clients' experience of vocational guidance. Journal of Vocational Behavior, 4, 67-76.

Chiu, L. (1988). Testing the test: Measures of self-esteem for school age children. Journal of Counseling and Development, 66, 298-301.

Clark, R. (1983). Family life and school achievement: Why poor black children succeed or fail. Chicago: The University of Chicago Press.

Coopersmith, S. (1967). The antecedents of self-esteem. San Francisco: W.H. Freeman & Company.

Crites, J.O. (1978). Career maturity inventory theory and research handbook. Monterey, CA: CTB/McGraw-Hill.

Day, R.W., & Sparacio, R.T. (1980). Impediments to the role and function of school counselors. The School Counselor, 27, 270-275.

Dictionary of occupational titles (4th ed.). (1982). Washington, DC: U.S. Dept. of Labor, Employment, & Training Administration.

Dilley, J.S. (1968). Counselor actions that facilitate decision-making. The School Counselor, 15, 247-252.

Dinklage, L.B. (1969). Student decision-making studies of adolescents in secondary schools: Report no. 6. Cambridge, MA: Harvard Graduate School of Education.

Duke, D.L. (1978). How administrators view the crisis in school discipline. Phi Delta Kappan, 59, 325-330.

Enderlein, T.E. (1976). Causal patterns related to posthigh school employment satisfaction. Journal of Vocational Behavior, 7, 67-80.

Engen, H.B., Lamb, R.R., & Prediger, D.J. (1982). Are secondary schools still using standardized tests? Personnel and Guidance Journal, 60, 287-290.

Epstein, J.S. (1984). Single parent and the school: The effect of marital status on parent and teacher evaluations (Report No. 353). Baltimore: Johns Hopkins University, Center for Social Organization of Schools.

Evans, R., Mangum, G., & Pragan, O. (1969). Education for employment: The background and potential of the vocational education amendments of 1968. Ann Arbor: University of Michigan, Institute of Labor and Industrial Relations.

Fretz, B.R. (1981). Evaluating the effectiveness of career interventions. Journal of Counseling Psychology, 28, 77-90.

Gadwa, K., & Griggs, S.A. (1985). The school dropout:Implications for counselors. The School Counselor, 33, 9-17.

Gallup, A.M. (1986). The 18th annual gallup poll of the public's attitudes toward the public schools. Phi Delta Kappan, 68, 43-59.

Ginzberg, E., Ginsburg, S.W., Axelrod, S., & Herma, J.L. (1951). Occupational choice. New York: Columbia University Press.

Goldman, L. (1972). It's time to put up or shut up. Measurement and Evaluation in Guidance, 5, 420-423.

Graves, T.D. (1974). A study of vocational maturity and college students' certainty and commitment to career choice (Doctoral dissertation, University of Northern Colorado, 1974). DDJ 75-11091, 35/11A, p. 7056.

Gysbers, N.C. (1984). Major trends in career development theory and practice. Vocational Guidance Quarterly, 33, 15-25.

Hahn, A. (1987). Reaching out to America's dropouts: What to do? Phi Delta Kappan, 69, 256-263.

Hall, D.W. (1962). Vocational development in adolescence: The measurement of vocational maturity. Unpublished master's thesis, University of Iowa.

Hansen, L.S. (1967). Theory into practice: A practitioner looks at career guidance in the school curriculum. Vocational Guidance Quarterly, 16, 97-103.

Hansen, L.S. (1972). Strategies for career development through the curriculum. Personnel and Guidance Journal, 51, 243-250.

Hanson, J.T., & Sander, D.L. (1973). Differential effects of individual and group counseling on realism of vocational choice. Journal of Counseling Psychology, 20, 541-544.

Hawley, W.D. (1976). Teachers, classrooms, and the effects of school desegregation on effort in schools (prepared for the National Institute of Education). Durham, NC: Duke University.

Hawley, W.D., Rosenholtz, S., Goodstein, H.J., & Hasselbring, T. (1984). Good schools: What research says about improving student achievement. Peabody Journal of Education, 61, 117-124.

Haywood, H.C. (1982). Compensatory education. Peabody Journal of Education, 59, 272-300.

Helms, B.J., & Ibrahim, F.A. (1985). A comparison of counselor and parent perceptions of the role and function of the secondary school counselor. The School Counselor, 53, 266-274.

Herman, J.L., & Yeh, J.P. (1983). Some effects of parent involvement in the schools. The Urban Review, 15, 11-16.

Herr, E.L. (1977). Research in career education: The state of the art. Columbus, OH: ERIC Clearinghouse on Career Education.

Herr, E.L. (1982). Perspectives on the philosophical, empirical, and cost-benefit effects of guidance and counseling: Implications for political action. Personnel and Guidance Journal, 60, 594-597.

Herr, E.L., & Cramer, S.H. (1984). Career guidance and counseling through the life span (rev. ed.). Boston: Little Brown & Company.

Herr, E.L., & Enderlein, T.E. (1976). Vocational maturity: The effects of school, grade, curriculum, and sex. Journal of Vocational Behavior, 8, 227-238.

Holland, J.L. (1970). The self-directed search, Palo Alto, CA: Consulting Psychologists Press.

Holland, J.L. (1973). Making vocational choices: A theory of careers. Englewood Cliffs, NJ: Prentice Hall.

Hollender, J.W. (1964). Interrelationships of vocational maturity, consistency and realism of vocational choice, school grade, and age in adolescence. Unpublished master's thesis, University of Iowa.

Hoyt, K.B. (1965). High school guidance and specialty oriented student research program. Vocational Guidance Quarterly, 13, 229-236.

Hoyt, K.B. (1978). Refining the concept of collaboration in career education: Monographs in career education. Washington, DC: U.S. Office of Education.

Hoyt, K.B., Evans, R., Mackin, E., & Mangum, G. (1974). Career education: What it is and how to do it (2nd ed.). Salt Lake City: Olympus Publishing Company.

Hoyt, K.B., Evans, R., Mangum, G., Bowen, E., & Gale, D. (1977). Career education in the high school. Salt Lake City: Olympus Publishing Company.

Hutchinson, R.L., Barrick, A.L., & Groves, M. (1986). Functions of secondary school counselors in the public schools: Ideal and actual. The School Counselor, 34, 87-91.

Hutchinson, R.L., & Bottorff, R.L. (1986). Selected high school counseling services: Student assessment. The School Counselor, 33, 350-354.

Issac, S., & Michael, W.B. (1983). Handbook in research and evaluation (2nd ed.). San Diego, CA: EDITS Publishers.

Jordaan, J.P., & Heyde, M. (1979). Vocational maturity during the high school years. New York: Teachers College Press.

Keefe, J.W. (1983). Advisement: A helping role. The Practitioner, 9, 4.

Kerlinger, F.N. (1973). Foundations of behavioral research (2nd ed.). New York: Holt, Rinehart, & Winston.

Kokenes, B.A. (1978). A factor analytic study of the Coopersmith self-esteem inventory. Adolescence, 13, 149-155.

Krumboltz, J.D. (Ed.). (1966). Revolution in counseling. Boston: Houghton Mifflin.

Krumboltz, J.D., Mitchell, A., & Jones, G.B. (1976). A social learning theory of career selection. The Counseling Psychologist, 6, 71-81.

Krumboltz, J.D., & Thorensen, C. (1964). The effect of behavioral counseling in group and individual settings on information seeking behavior. Journal of Counseling Psychology, 11, 324-333.

Kuder, F., & Diamond, E. (1975). Kuder career development inventory. Chicago: Science Research Associates.

Lawrence, A., & Brown, D. (1976). An investigation of intelligence, self-concept, socioeconomic status, race, and sex as predictors of career maturity. Journal of Vocational Behaviors, 9, 43-52.

Leviton, H.S. (1977). Consumer feedback on a secondary school guidance program. Personnel & Guidance Journal, 55, 242-244.

Mackin, R.K., & Hansen, L.S. (1981). A theory-based career development course: A plant in the garden. The School Counselor, 28, 325-334.

Marland, S.P. (1974). Career education: A proposal for reform. New York: McGraw-Hill.

Marland, S.P. (1979). Career education: Every student headed for a goal. In J. Fuller & T. Whealon (Eds.), Career education: A lifelong process. Chicago: Nelson-Hall.

Martin, J. (1983). Curriculum development in school counseling. Personnel & Guidance Journal, 61, 406-409.

Mayeske, C.W. (1973). A study of the achievement of our nation's students. Washington, DC: U.S. Department of Health, Education, and Welfare.

McNair, D., & Brown, D. (1983). Predicting the occupational aspirations, occupational expectations, and career maturity of black and white male and female 10th graders. Vocational Guidance Quarterly, 32, 29-36.

Miller, G.D. (1981). ASCA role statement: The practice of guidance and counseling by school counselors. The School Counselor, 29, 7-12.

Miller, J.V. (1982). 1970s trends in assessing career counseling, guidance, and education. Measurement & Evaluation in Guidance, 15, 142-145.

Mitchell, A.M. (1977). Career development needs of seventeen-year olds: How to improve your career development programs. Washington, DC: National Advisory Council for Career Education.

Moracco, F.C., Butcke, P.G., & McEwen, M.K. (1984). Measuring stress in school counselors: Some research findings and implications. The School Counselor, 32, 110-118.

National Schools Public Relations Association. (1974). Career education: Current trends in school policies and programs. Arlington, VA: Author.

National Vocational Guidance Association. (1979). Guidelines for a quality career guidance program. Vocational Guidance Quarterly, 28, 99-110.

Noeth, R.J., Roth, J.D., & Prediger, D.J. (1975). Student career development: Where do we stand? Vocational Guidance Quarterly, 23, 210-218.

Osipow, S.H. (1983). Theories of career development (3rd ed.). New York: Appleton-Century-Crofts.

Ozmon, H. (1969). Utopias and education. Minneapolis: Burgess.

Pallas, A.M. (1986). School dropouts in the United States. In J.D. Stern & M.F. Williams (Eds.), The condition of education (pp. 158-174). Washington, DC: Center for Education Statistics.

Perrone, P.A. (1972). Teaching vocational aspects of development in eighth grade. Vocational Guidance Quarterly, 20, 204-209.

Perrone, V. (1977). The abuses of standardized tests (Fastback 92). Bloomington, IN: Phi Delta Kappa Educational Foundation.

Pine, G.J. (1974). Let's give away school counseling. The School Counselor, 22, 95-99.

Post-Kammer, P. (1987). Intrinsic and extrinsic work values and career maturity of 9th and 11th grade boys and girls. Journal of Counseling and Development, 65, 420-423.

Pound, R.E. (1978). Using self-concept subscales in predicting career maturity for race and sex subgroups. Vocational Guidance Quarterly, 27, 61-70.

Prediger, D.J. (1982). Dimensions underlying Holland's hexagon: Missing link between interests and occupations. Journal of Vocational Behavior, 21, 259-289.

Prediger, D.J., & Ferguson, R.L. (1982). Career guidance testing: Making it worth the effort and expense. NASSP Bulletin, 66, 54-58.

Prediger, D.J., Roth, F.D., & Noeth, R.J. (1973). Nationwide study of student career development: A ummary of results. Iowa City, IA: American College Testing Program.

Prediger, D.J., & Sawyer, R.L. (1986). Ten years of career development: A nationwide study of high school students. Journal of Counseling and Development, 65, 45-49.

Regehr, C.N., & Herman, A. (1981). Developing the skills of career decision making and self-assessment in ninth-grade students. The School Counselor, 28, 335-342.

Ressler, R. (1973). Career education: The new frontier. Worthington, OH: Charles A. Jones Publishing.

Roe, A., & Klos, D. (1969). Occupational classifications. Counseling Psychology, 1, 84-92.

Rogers, C.R. (1942). Counseling and psychotherapy. Boston: Houghton Mifflin.

Rogers, D. (1978). Adolescence: A psychological perspective. Monterey, CA: Brooks/Cole Publishing Company.

Rollins, B.C., & Thomas, D.L. (1975). A theory of parental power and child compliance. In R.E. Cromwell and D.H. Olson (Eds.), Power in families (pp. 38-60). New York: John Wiley and Sons.

Schaffer, E.S. (1971). Toward a revolution in education: A perspective from child development research. National Elementary Principal, 51, 18-25.

School Board of Alachua County. (1987). Into the future: A guide to planning your high school career. Gainesville, FL: Author.

Sears, S. (1982). A definition of career guidance terms: A National Vocational Guidance Association perspective. Vocational Guidance Quarterly, 31, 137-143.

Sprinthall, N.A. (1980). Guidance and new education for schools. Personnel and Guidance Journal, 58, 485-489.

Stephens, W.R. (1970). Social reforms and the origins of vocational guidance. Washington, DC: American Prsonnel and Guidance Association.

Stephenson, R.S. (1985). A study of the longitudinal dropout rate: 1980 eighth-grade cohort followed from June 1980 through February 1985. Miami, FL: Dade County Public Schools.

Strommen, M.P., & Strommen, A.I. (1984). Five cries of parents. San Francisco: Harper & Row.

Strother, J., & Jacobs, E. (1986). Parent consultation: A practical approach. The School Counselor, 33, 292-296.

Super, D.E. (1953). A theory of vocational development. American Psychologist, 8, 185-190.

Super, D.E. (1955). The dimensions and measurement of vocational maturity. Teachers College Record, 57, 151-163.

Super, D.E. (1957). Psychology of careers. New York: Harper.

Super, D.E. (1963). Self-concepts in vocational development. In Super, D.E., R. Starishevsky, N. Matlin, & J.P. Jordaan (Eds.), Career development: Self-concept theory (pp. 1-16). New York: CEEB Research Monograph No. 4.

Super, D.E. (1969a). The natural history of a study of lives and of vocations. Perspectives in Education, 2, 13-22.

Super, D.E. (1969b). Vocational development theory: Persons, positions, and processes. The Counseling Psychologist, 1, 2-9.

Super, D.E. (1970). The changing nature of vocational guidance. In A.M. Droll (Ed.), Issues in American education (pp. 139-155). New York: Oxford University Press.

Super, D.E. (1973). Counselor's manual to the career planning program of the Differential Aptitude Test. New York: Psychological Corporation.

Super, D.E. (1983). Assessment in career guidance: Toward truly developmental counseling. Personal and Guidance Journal, 61, 555-562.

Super, D.E., & Bohn, M.J. (1970). Occupational psychology. London: Tavistock Publications.

Super, D.E., Kowalski, R.S., & Gotkin, E.H. (1967). Floundering and trail after high school: Cooperative research project no. 1393. New York: Teachers College, Columbia University.

Super, D.E., & Overstreet, P.L. (1960). The vocational maturity of ninth grade boys. New York: Bureau of Publications, Teachers College, Columbia University.

Super, D.E., Starishevsky, R., Matlin, N., & Jordaan, F.P. (1963). Career development: Self-concept theory. New York: College Entrance Examination Board.

Tamminen, A.W., & Miller, G.D. (1968). Guidance programs and their impact on students. St. Paul: Minnesota State Department of Education.

Tennyson, W. (1970). Comment. Vocational Guidance Quarterly, 18, 261-263.

Tipton, R.M. (1969). Relative effectiveness of two methods of interpreting ability test scores. Journal of Counseling Psychology, 16, 75-80.

Tolbert, E.L. (1980). Counseling for career development (2nd ed.). Boston: Houghton Mifflin.

Vondracek, F.W., & Schulenberg, J.E. (1986). Career development in adolescence: Some conceptual and intervention issues. Vocational Guidance Quarterly, 34, 247-253.

Wells, C.E., & Ritter, K.Y. (1979). Paperwork, pressure, and discouragement: Student attitudes towards guidance services and implications for the profession. Personnel and Guidance Journal, 58, 170-175.

Whitney, D.R., & Whittlesey, R.R. (1972). Two hypotheses about Holland's personality types and counseling outcomes. Journal of Counseling Psychology, 19, 323-327.

Wylie, R.E. (1973). What makes the difference in parental participation? Childhood Education, 50, 47-53.

BIOGRAPHICAL SKETCH

Sandra Rattray Jones spent her first 17 years in Vidalia, Georgia, where she was born on December 28, 1941. She received her B.S. degree with a double major in psychology and elementary education and a minor in mathematics from Woman's College of Georgia in Milledgeville, Georgia, in 1963. From 1963 to 1966 she taught elementary school in Atlanta, Georgia, and mathematics at a high school in Abbeville, South Carolina, before retiring to Gainesville, Florida, to have a family.

Between 1966 and 1972 Ms. Jones and her husband had two daughters. During that time she returned to school on a part-time basis and in 1972 she received a Master of Education degree in school psychology from the University of Florida. Between 1973 and 1983 she was an elementary school counselor in the Alachua County schools in Gainesville, Florida. During that time she was actively involved in the writing and development of numerous developmental guidance units (e.g., sex education, self-esteem, and drug education) used in Alachua County schools. She presented her units and activities at state and national professional conferences. Ms. Jones also specialized in the field of parent education.

She led numerous parenting education groups and made presentations at state conferences on parenting. In 1983 Ms. Jones received the Elementary Counselor of the Year Award from the Florida Association of School Counselors.

In 1983 Ms. Jones returned to school full-time in pursuit of advanced degrees. In 1984 she received a Specialist in Education degree in school counseling from the University of Florida and she was accepted as a doctoral candidate. In 1985 she returned to work with the Alachua County School Board as a high school counselor. Currently she is the Guidance Director at Buchholz High School and has received her Doctor of Philosophy degree in counselor education from the University of Florida.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

Dr. Larry Loesch, Chairperson
Professor of Counselor Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

Dr. Paul Fitzgerald
Professor of Counselor Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

Dr. Athol Packer
Associate Professor of Instruction
and Curriculum

This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate School and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

August 1989

Dean, College of Education

Dean, Graduate School

UNIVERSITY OF FLORIDA
3 1262 08556 8581